

Crocker Art/Tech

**TYPE 5 CHARTER SCHOOL APPLICATION OF
Advocacy for the Arts and Technology in New Orleans,
Louisiana, Inc.**

NAME OF THE CHARTER SCHOOL: Crocker Arts and Technology School

NAME OF NONPROFIT CORPORATION: Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc

PRESIDENT OF THE NONPROFIT BOARD: Gnsela A Jackson

MAILING ADDRESS: 1022 Aline Street, New Orleans, Louisiana, 70115

CHARTER TYPE APPLIED FOR: 5

NAME OF CONTACT PERSON DESIGNATED BY NONPROFIT BOARD: Grisela A. Jackson

TITLE/RELATIONSHIP TO NONPROFIT: President

MAILING ADDRESS: 1022 Aline Street, New Orleans, Louisiana, 70115

TELEPHONE (day): 504-581-6292

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APPLYING TO OPERATE MORE THAN ONE SCHOOL: No

HOW MANY:

NAME OF MANAGEMENT COMPANY (if any): N/A

NAME OF PARTNER ORGANIZATION (if any): N/A

PRINCIPAL'S NAME (if selected): N/A

TELEPHONE (day):

TELEPHONE (Cell):

EMAIL ADDRESS:

YEAR ONE GRADE LEVELS: Pre-K thru 2nd

YEAR ONE PROJECTED ENROLLMENT: 160

GRADE LEVELS AT FULL CAPACITY: Pre-K thru 5th

PROJECTED ENROLLMENT AT FULL CAPACITY: 280

ANTICIPATED FIRST-YEAR OPERATING BUDGET.

REVENUE \$: 1,626,726

EXPENSES \$: 1,591,486

IDENTIFY SCHOOL FACILITY

If applying as a Type 2 or 4 to utilize a school district owned facility, indicate the school name and address of the facility:

If applying as a Type 5 for an RSD facility, indicate school facility preferences in priority order:

1. Lawrence D Crocker Elementary
2. Myrtle R Banks School
- 3.
- 4.
- 5.
- 6.

If applying as a Type 2 or 5 for a non-RSD or non-school district owned facility provide the address and current or prior use:

Address of Back-Up Facility: (recommended, if submitting a non-school district owned facility)

The Executive Summary is an overview that concisely and effectively illustrates the school plan.

1. Provide an Executive Summary for the proposed school that describes the following:

A clear statement of the mission, academic philosophy and values:

1. EXECUTIVE SUMMARY

The Mission

To produce world class learners by providing the highest quality of teaching and learning, so all students can achieve academic success.

Previously viewed as one of the worst school districts in the country, over 50% of New Orleans public schools were classified “Academically Unacceptable” by the state, making Orleans Parish the second lowest performing school district in Louisiana. According to the Spring, 2007 iLeap test results, only 42% of third grade students demonstrated basic proficiency in English Language Arts and Mathematics. Fourth graders taking the LEAP 21 tested at 44% Basic and 57% Basic in Math. However, fifth graders taking the iLeap produced lower results: 40% were at Basic in English Language Arts and only 38% were at Basic in Mathematics. As these results indicate, there is much work to be done!

In this Post-Katrina era, one of the greatest opportunities before our citizenry is the reform of our public school system, and the charter school movement is leading the way. Charter schools provide a unique opportunity for parents to have school choice and academic excellence for their students. If New Orleans is to become a world class metropolis, its children must be educated. Education has the power to break the cycle of poverty that chokes our city’s working poor and their families. Educational parity in the classroom promotes our belief that all students can learn and that all students should have access to quality education

The Vision

The vision of our charter school, Crocker Arts and Technology School (CATS), is to create an environment that promotes academic excellence and prepares our students to become lifelong learners, equipping them for college and for life beyond the classroom. Starting with Pre-K through 2nd grade in its inception, we will nurture and mold our students for success in their formative years, and commence the work of establishing a model elementary school that equips its students with a foundation that will take them anywhere they aspire to go. We know that given the opportunity to provide students with the necessary resources, all students can excel and achieve academic success, irregardless of their socio-economic background, race, or prior academic performance. As we educate the intellect, psyche, emotions and social well-being of the whole student, we produce an individual who is successful, confident, productive, and responsible in school, at home, and in the community at-large.

Academic Philosophy and Values

The CATS model seeks to integrate the successful strategies of top urban charter management organizations throughout the nation, such as the Knowledge is Power Program and Achievement First Schools. CATS is committed to utilizing philosophies and proven strategies that produce academically successful students.

1. Highly Skilled and Driven Outstanding Teachers

The teacher is the number one driving force in the classroom. Teachers spend the majority of the day with their students, giving them the opportunity to affect their academic success. Our teachers will have mastery of their subjects and content fields, they will use a variety of teaching strategies, understand the developmental needs of their students, and participate in professional staff development and ongoing curriculum

development. Our teachers will be dedicated to the mission and vision of the school and driven to achieve it

2. High Academic Standards and Expectations

This is a critical component for classroom success. For too long our schools have not expected very much from our students. At CATS we will not water down our curriculum or have low expectations of our students. We will train our students to demand the best of themselves and challenge them to high academic achievement. The curriculum and learning environment will stimulate intellectual growth, demand their best performance and have high expectations that challenge their scholastic abilities

3. Longer School Days and Longer School Year

Prior to Katrina, many Orleans Parish students were performing below level. The evacuation and ensuing displacement only made academic achievement worse for many students. The goal of CATS is to ensure that at the very least our students are performing at level, and we will work arduously for them to excel above that goal. A proven strategy used by successful urban centers of education to accelerate student performance is extended learning time. Additional classroom time, derived from a longer school day and a longer school year, will help remediate our students and ensure that their performance is on level or above.

4 Accountability and Data-Driven Instruction

Our students will take standards-based assessments several times a year. The resulting data will inform our teachers of each student's performance. After each assessment, every teacher will meet with the instructional leader to discuss the results and formulate a plan of action. Since the assessments will be on-going, teachers will use the data to consistently implement the best strategies so that all students can succeed academically.

5 A School Culture and Climate that values Respect, Discipline and Hard Work

Based on Achievement First's Commitment to Excellence values, we will follow the REACH conduct guidelines. These are the values that our school will promote every day, inside and outside the classroom. Learning to have respect for self and for others, to value the opportunity to learn and achieve in a democratic society, and to be a disciplined, committed and responsible citizen develops young individuals to become stake-holders in their communities, contributors in society, and successful in life

RESPECT for my teachers and classmates

ENTHUSIASM for work and proper classroom behavior

ACHIEVEMENT in all work done, performing my overall best

CITIZENSHIP and responsibility for my actions and relationships with others

HARD WORK and preparation in all that I attempt

6 Lagniappe: The Arts, Technology, and a Relationship with Vassar College

Something extra, you ask? New Orleans is a unique southern city. With its African, Spanish, and French heritage, our people are like a gumbo – we're a mixture of strong communities with varied family traditions, whose grit and determination to rebuild a better New Orleans fuels our city's recovery efforts. We are known world-wide for our music, food, and our joie de vivre – our joy of living.

Our lagniappe – that extra something that we want to impart upon our students and community – begins with nurturing our particular cultural heritage in our students through a love and appreciation of the arts, in particular the performing arts which are a big part of our city's cultural norm. Our afternoon instructional time will not only include academic tutorial assistance but it will also include instruction in the following disciplines: visual arts, instrumental and vocal music, ballet, and theatre.

Since Katrina, many of our residents, who had never traveled outside of New Orleans, were exposed to other communities beyond our city. For our children to successfully compete in and outside of New Orleans, they

must have access to opportunities that will prepare them for success and achievement. By its very essence, technology and its implementation is based on man's basic challenge to adapt to his environment and to invent ways to better his existence. At CATS our focus will be to prepare our students to become technologically savvy and scientifically astute. Our emphasis will begin with basic computer literacy and a solid foundation in the sciences. We will begin slowly and work towards becoming a fully integrated technology school within five years of opening.

Because three of our board members are Vassar College graduates, they enlisted the aid of their alma mater. Vassar's response has been enthusiastic and supportive. A letter of support for CATS was issued by Vassar's Education Department in December, 2006, followed by a letter of continuing support in August, 2007. In June, they bestowed the Vassar Spirit Award to our board president with the intent of focusing the alumni's attention on our rebuilding efforts. In September, they wrote a feature article in the college's alumni magazine, the *Vassar Quarterly*, helping to generate support from alumnae worldwide. Currently we are working with Vassar on a teacher recruitment effort and on a professional development session. The Vassar Club of New Orleans is also coming on board to assist us with volunteer efforts. We are fortunate to be able to develop this kind of partnership with an institute that is internationally renowned and wants very much to be a part of New Orleans' educational recovery

An overview of the school structure, leadership team and governance:

Crocker Arts and Technology School is a public charter elementary school operating in Orleans Parish. It is funded by the State of Louisiana and managed by an independent board of directors. It provides a free, public education with open admissions to all students from Pre-K through the 2nd grade beginning in the school year 2008-2009. A grade will be added every year up to the 5th grade, and each grade level will have two classes. The maximum amount of students per class is twenty students. The Pre-K program, LA 4, will be implemented through a separate application process with the Louisiana State Education Department.

The instructional leader of the site is the principal. All instructional staff reports to the principal. The principal will have effective communication practices with students, parents and instructional staff. Along with the Principal, the leadership team will be made up of the Assistant Principal and the Business/Operations Manager. The principal, along with the assistant principal, grade level chair persons and Lower and Upper Grade Team leaders, will analyze the effectiveness of instruction, address parent and student concerns; monitor the success of the school's extra-curricular activities; address budget concerns; provide professional staff development opportunities for teachers; as well as locate additional funding opportunities for the school.

CATS will be operated by Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc , a non-profit corporation. Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc., has filed as a non-profit with the Louisiana Secretary of State's office, has filed with the Internal Revenue Service to receive 501(c)(3) non-profit status, and has developed a website, atnola.com. Our Board of Directors is made up of the following individuals.

Grisela Alejandro Jackson is a native of San Juan Puerto Rico and a resident of New Orleans since the age of eight. Her determination to help rebuild the city's educational infrastructure and her love for educating students is borne from her innate love of learning and from her many years as a tutor of elementary school students and high school students taking the ACT/SAT examinations. With a BA from Vassar College and an MBA from Tulane University's Freeman School of Business, Grisela is a business owner committed to making a difference during our city's most critical hour.

John Anderson Jones has thirty-three and a half years of service to Orleans Parish schools as teacher, assistant principal, school site supervisor, associate director, and governmental liaison. He has spent a lifetime educating,

molding and shaping young people, including one of his high school students, Grisela Alejandro Jackson. Having received degrees, certifications and training from Southern University in Baton Rouge, Tulane University, Harvard University, and the University of New Orleans, Mr. Jones is highly respected by the educational community in New Orleans and throughout the state.

Shaun B. Rafferty is an attorney and community leader, and the son of an educator. A graduate of Vassar College and Louisiana State University Law School, Shaun has vast experience as a member of the New Orleans legal community as well as a member of various community causes and concerns

Glenda Sawyer is a bank manager at the Whitney National Bank. She is a graduate of Xavier University in Mathematics and Physics, and she received her MBA from Loyola University of New Orleans. She has worked tirelessly in the community in leadership capacities through her involvement in community and fraternal organizations

Stephen J. Boyard, Jr. rose from a middle/junior high school history teacher to middle/junior high school principal during his long and distinguished career in Orleans Parish public schools that spanned thirty-seven years and produced award winning schools. He knows what it takes to produce a world class school.

Barbara Doublet is a veteran educator from the neighboring Jefferson Parish in Louisiana. Her expertise in Special Education enables her to lead the Deckbar Special School as its principal. She holds degrees from Southern University in Baton Rouge, Tulane University and the University of New Orleans. She is the recipient of many educational and community awards

Olga Guardia de Smoak is a native of Panama, a world citizen and dance impresario. After graduating from high school in the United States, she studied at the Universite' de Poitiers, Tours and LaSorbonne, in Paris, France. She went on to receive her BA from Vassar College, settled in New Orleans and became a driving force recruiting students to Vassar from New Orleans' private and public high schools, including Shaun Rafferty and Grisela Alejandro Jackson. Her love of dance led her to Russia, conducting exchanges of dancers between Russia and the United States and later teaching dance history at Loyola University.

Harold Peaden, an entrepreneur and business owner, began his very successful Southern Sweet Potato Pie Co. with the single idea of making a better sweet potato pie. His expertise is operations and technology, with an MBA from Tulane University's Freeman School of Business and certification from Tulane in Computer Technology Systems.

A description of the school's short- and long-term goals (academic and operational):

Short Term Academic Goals

1. To meet and or exceed CATS' AYP established by the state.
2. To identify each student's learning style and present information to him/her in a way in which they can internalize and transfer the information.
3. To develop a professional development plan for teachers and administrators designed to increase student achievement
4. To develop a program evaluation instrument

Short Term Operational Goals

1. To hire the school principal within 2 months of receiving the charter
2. To secure \$25,000 in additional funding for CATS within the first year.
3. To hire instructional staff by May, 2008.
4. To hire non-instructional staff within 4 months of receiving the charter.
5. To provide 40 hours of Professional Staff Development prior to school opening

6. To provide a parent workshop prior to the school opening

Long Term Academic Goals

1. Within two years, each student's math, language arts, reading, science and social studies stanine will increase by 2 point.
2. Within 2 years, CATS will meet and or exceed its AYP by 4 points.
3. By 2009-2010, LEAP and iLEAP scores will be at 70% and above
4. By 2010-2011 have a promotion rate of 95%
5. By 2010-2011 all students will be reading at or above grade level

Long Term Operational Goals

1. Beginning the 2009-2010 school year CATS will add 1 additional classroom per year over a 3 year time frame.
2. By 2009-2010, secure outside funding of \$30,000 per year.
3. By 2010-2011, each classroom will have a community sponsor
4. Within five years of inception, develop into a fully integrated technology school

An explanation of the research-base that demonstrates the school model will be effective in improving student achievement:

The Louisiana Comprehensive Curriculum will serve as the foundation for our core subjects. The research-base of the various components that make up our school model support their effectiveness in improving student achievement. Beginning with effective, trained and supported teachers, there is no substitute for raising student achievement. The teacher is the nurturer, motivator, educator and innovator, who is committed and driven to produce world class learners by providing the highest quality of teaching and learning, so all students can achieve academic success. High academic standards and expectations of all students communicate the school's belief that all students can learn. Extending the school day and year has proven measured results in improving the education of all students. The research-base supports that given the extra time, students can not only "catch up" but can surpass their previous development and performance. Students are not just introduced to basic and higher level skills, but they have the time to engage in and successfully complete instructional activities. Data Driven Instruction assures that teachers keep students on track in their development and allows teachers to focus students on those skills that need to be strengthened to be mastered. Placing strong emphasis on character development and teaching values will help all students REACH their goals and develop their potential as responsible, respectful citizens of society. Creating a culture that respects and engages in the Arts correlates positively with academic achievement. Research shows that the early introduction and use of Technology helps students develop their curiosity, problem solving and independent thinking skills. The support and participation of Vassar College and the Vassar community assures that our students will have the resources and opportunities to succeed beyond our wildest imagination.

An explanation of how this model is appropriate for all students and will lead to higher levels of academic achievement for the target population:

The pedagogies which form our academic philosophies and values, and serve as the bedrock of our school, will be supported by the use of research-base methodologies which have a track record of raising student achievement in the at-risk target population. With the reading/writing component of SRA DIRECT INSTRUCTION, the mathematical program developed by SAXON MATH and the science component developed by DELTA SCIENCE, CATS promises to become a world class institution of academic, social, artistic and technological instruction producing world class learners by providing the highest quality of teaching and learning, so all students can achieve academic success.

An explanation of the school's core values about teaching and learning:

CATS will provide early childhood education, small class sizes and high quality instruction. CATS will promote an ambitious learning environment characterized by nurture, rigor, scholastic inquiry, encouragement, positive reinforcement, and a curriculum second to none in boldness, breadth and flexibility. It will be a premiere center of learning, where all students will be taught to explore, investigate, and ask the important questions that will add to their knowledge base and transform their experiences into learning. We want our students to engage their minds and hearts in the pursuit of the love of learning. Our calling is to help them develop their gifts, abilities, talents, and personalities so that they may be led and guided to contribute to the betterment of their respective communities, this nation and this world. Making a difference in our students' lives and in our community is not just a cliché – it is a mandate

2. Complete the enrollment projection chart, providing enrollment for each grade level for years one through five.

Grade Level	Year 1	Year 2	Year 3	Year 4	Year5
KG	40	40	40	40	40
First	40	40	40	40	40
Second	40	40	40	40	40
Third		40	40	40	40
Fourth			40	40	40
Fifth				40	40
Sixth					
Seventh					
Eighth					
Nine					
Tenth					
Eleventh					
Twelfth					
Total	120	160	200	240	240

EDUCATIONAL PHILOSOPHY, CURRICULUM AND INSTRUCTION

3. Discuss the school's educational philosophy and how it aligns with the mission.

a. Describe the instructional methods to be used that support the educational philosophy:

Our teachers will make decisions about teaching and learning that is essential to our students. Job embedded professional staff development will be scheduled to support teachers with instructional decision-making. As Glickman (1991) states: "Effective teaching is not a set of generic practices, but is a set of context-driven decisions about teaching. Effective teachers do not use the same set of practices for every lesson. Instead, what effective teachers do is constantly reflect about their work, observe whether students are learning or not, and then adjust their practice accordingly."

The following research-based instructional methods will be organized and implemented in the delivery of instruction: thematic instruction; identifying similarities and differences; summarizing and note taking; cooperative grouping; integrating technologies, providing feedback; cues, questions, and advance organizers, reinforcing effort; and education challenges. Our school will emphasize the use of different and innovative teaching methods to target low performance. This school will increase learning opportunities and access to quality education for all students, including expanded learning to address "at-risk/below level" students of academic failure. These practices will stimulate learning, develop high order thinking skills, and enhance the development growth of all students. Our core academic subjects will be taught by using the following research-based, time tested, and successfully proven interventions:

SRA DIRECT INSTRUCTION is a top model for effective early reading, excelling in educating students for life. Long-term research provides evidence of its success as being an effective tool in developing basic skills, cognitive skills, and affecting gains for over thirty years. Known for boosting reading and writing skills in at-risk populations, SRA DIRECT INSTRUCTION was begun as a way to show that disadvantaged students can learn if someone will teach them.

SAXON MATH has been shown consistently effective with students of varying ability levels and socioeconomic backgrounds. The research-base promotes the effectiveness of SAXON MATH'S methods of introducing and reintroducing mathematical concepts throughout the year. What is termed as a continual and distributed approach to presenting and working with math, this systematic practice allows mastery of mathematical concepts therefore ensuring student success.

DELTA SCIENCE is a research-based program which uses various teaching pedagogies to more effectively engage students in the study of science. These are: Scientific Inquiry; Hands-On Active Learning; Multi-sensory Methods; Student-to-Student Interaction; Discourse and Reflective Thinking. All of these address the multiplicity of learning styles found from student to student, and support active learning and the development of critical thinking skills.

b. Provide evidence that this educational philosophy and/or approach is effective and will result in high academic achievement for the anticipated student population:

The response to Question 3 b has been uploaded in Question 3.c.

c. An applicant may upload additional information to supplement the responses to Question 3.a and/or 3.b. If the uploaded document is to serve as the response to Question 3.a or 3.b, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: “The response to Question 3.b has been uploaded in Question 3.c.” If you choose to upload a response for 3.a and 3.b, please remember that only one document can be uploaded in Question 3.c, so in that case, the responsive documents must be combined.

Please see upload document below

Highly Skilled and Driven Outstanding Teachers – *The research tells us that effective classroom instruction, such as that characterized below, produces an environment that results in high academic achievement for the anticipated student population.* Highly skilled and driven outstanding teachers are charged with creating a healthy classroom environment where there are clear instructional objectives, activities tied to those objectives, and frequent monitoring and evaluation of student progress towards those objectives. They also learn what works for their students and what doesn't. As such, these teachers will have high expectations for all students; present clear and achievable goals; provide clear rules for behavior that are fairly enforced; have effective instruction and classroom management, carefully monitor student progress; and emphasize that school is a place for learning.¹ They will appreciate each child as an individual; teach the whole child – intellect, emotions, and changing physical needs; continue to develop their expertise in the application of insights and skills; make the subject matter real and relevant to their students and help their students make their own sense of ideas; strive for joyful learning; offer high expectations, ask their students to share their own knowledge, strive for student independence, and use positive energy and humor in the classroom instruction.²

High Academic Standards and Expectations – Successful schools have high academic standards that expect all students will achieve at high levels. The research shows that “schools with exceptional levels of academic achievement consistently demonstrate high expectations and goals, supported by data-driven collaboration and ongoing assessments.”³ The fact that our anticipated student population is largely made up of at-risk students is no excuse for lowering expectations. On the contrary, CATS will work to develop a culture and climate that encourages and reinforces student achievement in an environment of high academic standards and expectations.

Longer School Day and Longer School Year – As demonstrated by the Knowledge is Power Program, “with an extended school day and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for competitive high schools and colleges.”⁴ The longer school day is seen as one of the “last frontiers of education reform. The extended day helps to bridge the achievement gap between kids from middle class families and kids from poor families.”⁵

Accountability and Data Driven Instruction – Louisiana's School Accountability System calls for continuous improvement in student achievement, attendance, and dropouts. This system is based upon two principles: rewarding schools that grow academically and assisting schools and students who need help. Each year, schools must show improvement in the School Performance Scores by meeting a growth target. Growth targets represent the amount of progress a school must make every year to reach the state's SPS goal of 120 by the year 2014. As required by No

¹ Druian, Greg and Butler, Joyce A: Effective Schooling Practices and At-Risk Youth: What the Research Shows. Office of Educational Research and Improvement, U. S. Dept of Education. November, 1987.

² Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD Publishing. 1999.

³ Schmoker, Mike. The Results Fieldbook: Practical Strategies from Dramatically Improved Schools. Association for Supervision and Curriculum Development. 2001.

⁴ Knowledge is Power Program. kipp.org

⁵ Lehigh, Scott. The Case for the Longer School Day. The Boston Globe. January 19, 2005.

Child Left Behind (NCLB), schools must also show improvement or Adequate Yearly Progress (AYP) in up to nine student subgroups in English, Language Arts and Math.⁶

In effort to meet the benchmarks set by the Louisiana Comprehensive Curriculum, the state's accountability system, and the No Child Left Behind legislation, our teachers and leadership team will use and analyze the data obtained from our students' academic results to help identify the root cause of learning problems and to measure progress towards comprehensive school-wide improvement. Our school will be successful because we will effectively gather and use data to make better decisions about each individual student's performance and how the instruction that takes place in the classroom can address the deficiencies identified.

Character Education – Character education is key in teaching our students the values of life that are important in academic and societal success. Two great moral values are respect and responsibility “They are the ‘fourth and fifth R’s’ that must be taught in every classroom, for out of those flow honesty, fairness, tolerance, prudence, self-discipline, helpfulness, compassion, cooperation, courage, and a host of other democratic values.”⁷ Citizenship, and all that goes with it, can be taught and nurtured in our children. Now more than ever, there is an urgent need to morally educate our children with values and principles that will positively affect their lives.

The Arts and Technology – The benefits of the Arts in education have been pointed out time and time again.

- The arts are important and connect to rigorous academic subjects; they have far-reaching potential for student success.
- The arts are essential to the intellectual, emotional, physical and social development of all students.
- The arts provide creative and imaginative learning, critical thinking opportunities, and production and performance experiences—key ingredients to meaningful learning
- High risk students are motivated and challenged to learn in and through the arts.
- Arts education prepares students for the workforce.⁸

The Benefits of Technology Integration are obvious:

Technology has tremendous power to help students obtain, organize, manipulate, and display information. The use of technology in the curriculum helps students develop positive cooperative learning relationships, enabling them to work together while researching topics and creating presentations. In such relationships, students help each other learn. Students with special needs may require more coaching in computer-based activities, but they will benefit from the experience of learning with and from other students. Using the computer, students write longer, more complex sentences and are more willing to revise and edit their work.⁹

⁶ Louisiana Dept. of Ed , Div of Standards, Assessment and Accountability. <www.doe.state.la.us>.

⁷ Lickona, Thomas Educating for Character. How our Schools Can Teach Respect and Responsibility. New York Bantam Books, 1992

⁸What's on Arts Block. Performing Arts Foundation <www.onartsblock.org/education.php>

⁹ Critical Issue Using Technology to Enhance Engaged Learning for At-Risk Students, 1997
<www.ncrel.org/sdrs/areas/issues/students/atrisk/at400.htm>.

Children are natural “manipulators” of the world – they learn through the movements and interactions between objects in their world – dolls, blocks, toy cars, their own bodies. Computer technology allows this kind of interaction. Children can control the pace and activity and make things happen on computers. They can also repeat the activity again. Especially for at-risk students, technology can provide meaningful engaged learning experiences that emphasize the integration of higher order thinking skills and develop cooperative learning relationships.

4. If proposing to use the Louisiana Comprehensive Curriculum, provide rationale for your selection; explain the methodology that will be used to implement the curriculum, and the anticipated professional development needs.

If proposing an alternative curriculum, provide details regarding how it aligns with the state standards, rationale for your selection and the methodology that will be used to implement the curriculum.

a. Provide an outline of the major curricular programs that the school has selected for use, including textbooks and literacy program (e.g., *Harcourt Trophy Series*, *Open Court*):

It is our belief that students excel academically when they receive a solid foundation on which to build. With this in mind, we have chosen to utilize the Louisiana Comprehensive Curriculum (LCC) as our core instructional program. We have also chosen to utilize SRA Direct Instruction, Saxon Math and Delta Science. Our goal is to educate the whole child, therefore, arts and technology will be added to our instructional day. We believe that this will promote higher order thinking skills as well as develop social skills. Using the Louisiana Comprehensive Curriculum as our core instructional program ensures that our education program is aligned with the learning standards set by the state. Research has concluded that the academic achievements of students increase when content, instruction, and assessment are aligned. The LCC provides uniformity in content taught across the state in English Language Arts, Mathematics, Science and Social Studies. It also includes various instructional strategies in the activities provided. Most importantly, the LCC allows content to be taught prior to state testing, which will allow our teachers time to assess student mastery of the content. In addition to the curriculum we have chosen, our teachers will use common classroom instructional strategies to further address the diversity of our students. The mission of CATS is to produce world-class learners by providing the highest quality of teaching and learning, so all students can achieve academic success. It is our belief that the curriculum we have chosen will allow us to reach this goal.

Each grade level will create lesson plans based on the Grade-Level Expectations. Teachers will administer pre-assessments to determine student levels as well as ongoing assessments (formal and informal) to monitor student progress. The assessments will be used to help teachers identify students who are on target as well as those in need of additional assistance. Targeted students will receive interventions that will include small group, increased instructional time (after school tutoring), and materials designed to address their specific needs (instructional method detailed in 4b).

Our staff will be required to participate in substantial professional development. Prior to the start of the school year, our teachers will attend site-based professional development that will focus on effective implementation of the curricula. Teachers will engage in extensive training on grade level expectations, best practices, core curriculum, critical thinking strategies, and assessment.

b. Discuss what instructional method will be used to support the educational philosophy:

It is imperative that the school implements a program that is not only academically challenging for CATS students, but one that will allow the students to perform at or above the rest of the state and nation on standardized test scores. To ensure that students achieve this goal, we will begin by identifying each student's learning style and academic level to plan for instruction. Appropriate strategies will be incorporated in daily instruction to emphasize: direct instruction, indirect instruction, experiential learning, interactive instruction, and independent learning. Specific skills and abilities can be targeted and tailored to the capabilities of individual students.

The following research-based strategies will be organized and implemented in the delivery of instruction: thematic instruction; identifying similarities and differences; summarizing and note taking; guided practice; whole and small group instruction; cooperative learning; technologies, providing feedback; and reinforcing effort; and appropriate assessment. These practices will stimulate learning, develop high order thinking skills, and enhance the

developmental growth of all students. CATS will increase learning opportunities and provide quality education for all students, including expanded learning to address “at risk/below level” children.

CATS is also excited about becoming a school that will use the Arts and Technology as everyday tools to excite and motivate our students about education. This will allow us to use the works of Howard Gardner (Multiple Intelligences). We believe that by adding Arts and technology to our curriculum we will attain our goal of developing students who are creative, expressive, and critical thinkers. Methods for reaching this goal include providing discipline-specific sequential learning opportunities. Following state standards, students will learn basic communicative and performing arts through artistic perception, creative expression and technology-based activities. Consequently, CATS will focus on achieving high academic standards for all by adding the arts and technology to our instructional program.

English Language Arts

CATS is committed to developing our students into strong readers with strong literacy skills. Our students will receive 185 minutes of English Language Arts instruction daily. Before instruction can begin, teachers need to identify the academic needs of their students. Recognizing this, every student will be pre-assessed so that teachers might plan accordingly. It is the goal of our reading program to teach strategies to our students that will allow them to identify main ideas in text, think critically, draw conclusions, retell in sequential order, and comprehend what has been read. Various supplemental programs will be used to provide students with grammar instruction such as Wordly Wise 3000 and Daily Oral Language Plus.

With the Louisiana Comprehensive Curriculum as our base, SRA DIRECT INSTRUCTION will be used with students in grades K-2. Direct Instruction has been proven to be effective in developing the decoding and comprehension skills of low-level readers. The sequential manner in which the program is designed also allows students to read on grade level and increase fluency. It has been our experience that students who are struggling readers have a very weak literacy foundation. Therefore, in our effort to provide our students with a strong foundation, phonics instruction will be a critical part of our reading program. Our reading program will introduce students to literary analysis, which will allow them to become familiar with and assess story elements. Students will be introduced to grade appropriate literature that will encourage them to be active readers.

Mathematics

It has been our experience that students learn math best when they are actively involved in the learning process. Our students will receive 90 minutes of mathematics instruction daily. We have chosen to integrate SAXON MATH into our mathematics program. Through Saxon Math students are introduced to new concepts and skills while ongoing assessments of old concepts and skills take place. SAXON MATH will address conceptual and performance goals through problem solving and reasoning, tools, and communication. We recognize that the students we will serve will benefit most from a mathematical program that allows them to apply what they are learning to their everyday life. With our mathematics program students will practice higher-order thinking with a variety of real life math problems.

Science

The Louisiana Comprehensive Curriculum will be supplemented with DELTA SCIENCE MODULES II (FOSS KITS). This will give students the opportunity to learn science through inquiry, investigation, and experimentation, which will expand their knowledge base of science. The use of FOSS will expose students to Life Science, Earth & Space Science, and Physical Science. Students will be taught to use scientific tools, science related vocabulary, and how to prepare oral and written reports. When students are engaged in science instruction they gain an understanding of how science is relative to their everyday lives and the world in which they live.

Social Studies

Social studies instruction will be guided by the Louisiana Comprehensive Curriculum, which outlines what students should know by the end of each grade. The curriculum exposes students to historical and social events that

helped shape their lives Teachers will access resources to engage students in learning about diversity, which will make them more informed citizens.

Arts and Technology

Students will participate in various classes the final 90 minutes of the school day. Arts classes may include but are not limited to: dance, strings, visual arts, music, and creative writing. Technology classes will teach students the use of technology to enhance learning, increase productivity, and promote creativity. There will also be classes specifically for those students who are struggling or need homework assistance. To provide our students with these activities, we will seek community partnerships in addition to our internal and external staff. To ensure that every student of CATS experiences academic progress, our teachers will work in grade-level teams to plan lessons using the Grade-Level Expectations The research based lesson plan format will incorporate auditory, visual, and kinesthetic activities in order to meet the individual needs of every student. Every class in CATS will follow the lesson plan format uploaded in Question 4f.

c. Articulate how the curriculum aligns with the school's mission:

Our selection of the Louisiana Comprehensive Curriculum as our core curriculum ensures that our academic program is aligned with state standards, as defined by the Grade-Level Expectations. We believe that the curriculum is aligned with our mission to produce world-class learners by providing the highest quality of teaching and learning, so all students can achieve academic success. We have chosen a curriculum that provides a solid framework for instructional planning and assessments. The curriculum reflects the school's mission in its provisions to meet the needs of all learners in all core subject areas We have integrated strategies from the curriculum of successful charter schools – Knowledge is Power Program and Achievement First Schools, which we believe are aligned to the mission of CATS Our school's approach to instruction encourages an "I CAN" attitude for students and promotes social responsibility

d. Explain anticipated professional development needs:

To ensure that the instructional program of CATS will guide our students to academic success, our staff members will be required to participate in an extensive professional development program. Training will need to begin prior to the first day of school with a one-week session. Professional development will include conferences and workshops, which are site-based, national, and regional. Teachers will need training on preparing effective lesson plans based on the Louisiana Comprehensive Curriculum and GLEs, national standards, integrating the Arts and Technology across the curriculum via multiple intelligences, portfolio development, assessment, research-based learning strategies, classroom management, and grant writing. In addition, teachers will receive training on parental and community outreach in an effort to improve the connection between home and school. Teacher training will enrich our staff in broadening their repertoire of instructional approaches, which will result in the effectiveness of instruction and student achievement.

e. Explain how the curriculum aligns with the class schedules and calendar:

The instructional day will be organized to engage students in meeting the performance skills as set forth by the Grade Level Expectations. Our students will be able to read, write, and develop analytical and higher order thinking skills to develop their full potential For the 2008-2009 school year, CATS will provide students with 191 days of instructional time with 10 days allotted for job embedded professional development for staff. The curriculum will align to the daily class schedule by incorporating a variety of instructional strategies to maximize the allotted minutes per content area. Daily schedules will reflect the focus of our education program. Therefore, the instructional day will include: direct instruction, indirect instruction, experiential learning, interactive instruction and independent study for all developmental levels. The 86,905 minutes of annual classroom instruction will give us

ample time to thoroughly address our students in the areas that need to be remediated, strengthened and developed to the mastery level

Subject Areas	Source	Curriculum Name	Reason for Choosing
Example: English/Language Arts	Example:Ohio State Literacy Collaborative	Example. Readers and Writers Workshop	Example: Balanced literacy approach utilizing shared inquiry practice
Math	Saxon Math	Louisiana Comprehensive Curriculum	Saxon Math, along with the hands-on approach of our math program, will provide our students with ongoing review and assessment of previous skills as new skills are introduced
Science	Delta Science	Louisiana Comprehensive Curriculum	Delta Science allows our students to learn by doing. Students will perform scientific experiments using inquiry and scientific investigation, which will increase their critical thinking and analytical skills
English/Language Arts	SRA Direct Instruction	Louisiana Comprehensive Curriculum	SRA Direct Instruction is a proven effective program that targets struggling readers. Teachers direct the instructional method of each lesson and students learn through teacher demonstrations and practice. By using SRA Direct Instruction with the Louisiana Comprehensive Curriculum, our ELA program will provide students with strong grammar and literacy skills
Social Studies	Louisiana Comprehensive Curriculum	Louisiana Comprehensive Curriculum	All areas of social studies will be covered in the basic curriculum, which exposes students to history, geography, U S culture, Louisiana history, social development, and government structure
Additional Subject: Arts	Louisiana State Content Standards	Louisiana Comprehensive Curriculum	The Arts program will follow the Louisiana State Content Standards, which will provide students the opportunity for artistic creativity and expression
Additional Subject: Technology	Louisiana State Content Standards	Louisiana Comprehensive Curriculum	The Technology program will follow the Louisiana State Content Standards, which provide students with basic computer literacy skills and develops into a thorough understanding of the nature and operation of technology systems and proficiency in the use of technology

4f. An applicant may, but is not required to, upload its proposed curriculum. The upload shall not exceed fifty (50) pages.

Document uploaded in response to this question has been placed at the end of the charter application

5. Describe the school's target population and provide evidence of the proposed curriculum's effectiveness, rigor and relevance to the target population:

The school's target population is children in the age corresponding to Pre-K through 2nd Grade who are living in the New Orleans Uptown area as well as neighboring areas of the city. Many of the students who attended Crocker

Elementary prior to Katrina were designated at-risk. We anticipate that a majority of the students after Katrina will be made up of that same population that is returning to the neighborhood

Our aim is to focus on each student's needs, addressing their strengths and their deficiencies, which is paramount in delivering effective and targeted instruction. CATS will use the Louisiana Comprehensive Curriculum, Louisiana Grade Level Expectations and the successful strategies of top urban charter management organizations throughout the nation, such as the Knowledge is Power Program and Achievement First Schools to build the core instructional program. Continuity in student assessment will be scheduled school-wide. Interventions will consist of: afternoon Arts and Technology enrichment; afternoon Reading and Math reinforcement; reading volunteers, and college tutors. The school assistance team will identify and prescribe an action plan for the student. These students will engage in smaller group instruction as scheduled and engage in the afternoon schedule of Reading and Math reinforcement

CATS will embrace the proven strategies of top urban charter management organizations to stimulate an accelerated learning environment. The instruction design will also assist in building the skills to address the students who are academically behind. This format will also address students who are at or above grade level. More time on task will be an asset to all populations. The school's organizational framework is to include

- Highly Skilled and Dedicated Teachers
- High Academic Standards and Expectations
- Extended School Days and Longer School Year
- Accountability and Data-Driven Instruction
- Culture and Values
- Parent and Teacher Collaboration

Our at-risk students will also achieve through the partnerships which were effective at Crocker Elementary in the past: the Reading Buddy Program, high school volunteers, Newman School presentations, monthly grade level performances, and mentorship relationships. These partnerships will assist in fostering student achievement.

The school calendar will reflect leadership and grade level team meetings to analyze data, plan for implementation, monitoring and evaluation. The Professional Staff Development component will focus on the needs assessment as dictated by student and teacher strengths and weaknesses.

The arts and technology courses offered in the afternoon part of the instructional day will facilitate our at-risk in other disciplines. These enrichment courses will provide creative and imaginative learning, critical thinking and opportunities, and production and performance experiences. The on and above grade level student will further their academic levels by accentuating their ability in higher order thinking skills.

CATS will implement these methods and instructional schedule to ensure that at-risk students are steered to academic success. All of the above mentioned strategies, methods and plans will be applied regardless of the usual social and academic profiles that are normally embedded excuses for failure. Therefore, the instructional daily schedule will rigorously provide an academic environment conducive to learning. The at-risk population will not be an issue or excuse for our children of New Orleans. The CATS community believes that all children can learn and it will be conveyed daily by all stakeholders.

5a An applicant may upload additional information to supplement the response to Question 5:

6. Discuss the school's plan for meeting the requirement to serve an "At-Risk" student population:

Crocker will utilize the following format for its daily schedule and instructional resources to serve the at-risk student population. The achievement gap will be closed through the focus of the following approaches:

Efficient Use of Data: Diagnostic Test; Interim Assessments

Highly Qualified Teachers: Hiring teachers with skill, intelligence and passion.

Professional Learning Community Performance data and student needs will dictate our teacher training. Faculty study groups will meet regularly to assist teachers in improving methodology.

Louisiana Comprehensive Curriculum and Louisiana Grade Level Expectations The framework of all classes is spent mastering the standards.

Instructional Resources: SRA Direct Instruction

Saxon Mathematics

Delta Science

Harcourt Trophy Series

Daily Schedule: Reading Block (120 minutes)

Writing (65 minutes)

Math (90 minutes)

Science/History (50 minutes)

Physical Education (40 minutes)

Arts Enrichment, Technology, Tutorials (90 minutes)

Students identified as being at-risk of educational failure often receive a watered down curriculum that emphasizes the acquisition of basic academic skills. The at-risk population will be engaged in interesting and challenging learning that goes beyond basic proficiencies. Even though free and reduced lunch populations can be challenging, the curriculum and daily instructional expectations will be maintained. Diagnostic test will be administered for academic entry levels. These results will dictate the level of mastery as listed by the state standards and grade level expectations. Interim assessment will follow throughout the school year. The at-risk population will be recipients of meaningful, engaged learning which is the design for the entire school. Strategies for promoting learning for at-risk students will be enhanced by consistent assessment, planning, re-teaching, monitoring, evaluating, and on-going professional staff development. Our school will promote active teacher/parent relationships to support all populations.

Behavior and conditions that define a child as at-risk are part of a self-perpetuating cycle of failure across generations, a cycle of failure that often manifest itself through school dropouts. Participations in the arts in school can help at-risk youth break this cycle. A successful arts experience can encourage youth to focus better, stay in school and to succeed in other academic areas.

New technologies can provide meaningful learning experiences for all children, especially those at risk of educational failure. Schools that capitalize on the relationship between technology and education reform will help students to develop higher order skills and to function effectively in the world beyond the classroom.

7. Provide a description of specific and measurable goals for student academic performance and operational management associated with the performance outcomes listed:

PERFORMANCE OUTCOME	SCHOOL'S INTERNAL GOAL
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Daily Attendance	98%
State Tests	LEAP and LEAP 21
Diagnostic Tests	DIBELS, BRIGANCE, SAXON, SCHOLASTIC
Matriculation	100%
Graduation/Promotion	100%
Teacher Retention	95%
College Placement	N/A
Other; describe	N/A

7a. Uploaded additional information to supplement the responses to Question 7. A document uploaded in response to Question 7 is supplemental and will not serve as the response sought in the chart set forth above; the chart above must be completed.

8. Describe the school's plan for monitoring and reporting the effectiveness of the curriculum, instructional methods and practices during the first school year, at year 3, and at year 5:

CATS will administer diagnostic/pre-tests to all students within enrolling in the school. This data will direct planning and instruction to address individual student needs. Next, to monitor student progress, teachers will conduct weekly/quarterly assessment and interval assessment to ensure students are mastering the state's standards. If it is noted that a student has not mastered a specified standard, the teacher will re-teach the concept. The instructional leaders will review weekly lesson plans, observe implementation and evaluate findings by sharing strengths and weaknesses with immediate feedback. Student actual performance will be monitored and adjustments will be made in curriculum or instructional methods. Progress monitoring will result in more efficient and appropriately targeted instructional techniques and goals, which together, move all students to faster attainment of important state standards.

Graphs will be developed to show AYP students performance. Individual scores of regularly administered (weekly, monthly, or quarterly) measurements will be plotted on graphs. DIBELS and Quarterly assessments will be compared on charts reflecting year 1, 3 and 5. Interval assessment will reflect the short-term student progress.

Professional staff development and teacher evaluation will assist in monitoring and reporting the effectiveness of the curriculum, instructional methods, and practices in years 1, 3, and 5.

CATS Board members will analyze all grade levels school-wide by quarter. These scheduled review meetings will enable the Board to carefully monitor attainment of the goals set for all students. In addition, CATS will utilize an array of reporting mechanisms to convey student progress and performance results, including the website, mailings, newsletters, and community newspapers.

We are anticipating that our professional staff will be driven through the use of our comprehensive data. CATS will embrace a learning community to be self-critical and self-reflective. Accountability is the framework of focus to accomplish our mission in engaging all students to learn.

8a. An applicant may upload additional information to supplement the responses to Question 8. If the uploaded document is to serve as the response to Question 8, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 8 has been uploaded in Question 8.a."

STUDENTS WITH EXCEPTIONALITIES

Charter Schools are required to serve students with exceptionalities and any students with a special need including but not limited to physical, mental, emotional and social disability. Applicants should review state and federal laws regarding meeting the requirements of students with Individualized Education Plans (IEP). All schools must comply with these requirements and thus responses to the questions below should not restate the law and compliance requirements. Your responses should articulate the school's philosophy regarding educating these populations, including but not limited to strategies for recruitment, retention, and support.

9. Describe how the proposed school will provide students with disabilities access to a free, appropriate education in the least restrictive environment.

a. Explain how the school will assess, review, revise and implement the IEP:

CATS will uphold its mission to produce world-class learners by providing the highest quality of teaching and learning, so all students can achieve academic success, by ensuring that students with exceptionalities are educated in the least restrictive environment and to the full extent of their individualized education plan (IEP). We will adhere to all federal laws including the Individuals with Disabilities Act (IDEA) so the students will have the same educational opportunities as their peers in a regular education setting. Students with exceptionalities will only be removed from the regular educational environment if the severity of the disability warrants removal and in accordance with the student's IEP. When appropriate, students with exceptionalities will participate in all programs and activities in the school with other students. Students with exceptionalities will be provided all correspondence concerning school-related programs and activities.

To ensure that students with exceptionalities have access to a free, appropriate education in the least restrictive environment, the provisions we have made for them include the main elements of IDEA; anti-discrimination, IEP, free and appropriate education, least restrictive environment, due process, parental involvement, and nondiscriminatory evaluation. The staff will participate in ongoing staff development on applicable legislation to assure that federal and state regulations are followed.

Assessment/Identification

Once students have been registered at CATS, we will obtain all previous school records. The staff will review the records to identify students with exceptionalities and locate their IEPs. Those records will be transferred to the IEP team for review. The IEP team will consist of a general education teacher, special education teacher, parent or legal guardian of the student, the student (if appropriate), social worker/counselor and the principal. The IEP team will then meet with the parents to discuss the services their child will receive in accordance with the IEP provided. Parents will also be informed that once the student is admitted to the school, their existing IEP will be re-evaluated. At that time, we will inform the parent or legal guardian of their right to request an evaluation for special needs. A written copy of their rights will be given to them as well. The evaluation as well as re-evaluations will be performed by the IEP team, which will include certified special education staff. Parents or legal guardians will be provided written notifications of the findings of all evaluations.

If parents or legal guardians inform the school that their child is a special needs student, but the documentation that validates the need is not provided, the student will be evaluated. If the evaluation reveals that the student is eligible for special needs services, the IEP team will meet with the parent or legal guardian to develop an IEP.

Students who have not been identified as special needs, but who exhibit behaviors of having a disability (oral/written expression, comprehension, basic reading skills, math reasoning) will be observed in the regular classroom during the first 2-3 weeks of school. If after that time the student still exhibits those behaviors, the teacher will refer the student to the IEP team. The referrals must include:

- stated reasons that detail the basis for the referral; test results; records of student's actions in class, class assignments
- documentation of remediation and services provided to the student
- documentation of contact with parent or legal guardian as well as their responses

The IEP team will meet with the parent or legal guardian to discuss the teacher's referral and the evaluation process. If after informing the parent or legal guardian of the need for evaluation or re-evaluation and the parent or legal guardian fails to give consent, CATS will follow the procedures as outlined in Chapter 5 of BESE Bulletin 1706.

Periodically the IEP team will review the IEP of a student to determine the progress being made toward achieving annual goals. The IEP team will revise a student's IEP as the needs of the student dictate in order to address any lack of progress toward annual goals, based on the prescribed plan and educational tools determined necessary for the student's growth. CATS will review and revise IEPs throughout the school year as needed, but no less than once yearly. Response to a parent's request for an IEP meeting will be given within five days of the request being made.

Students who qualify under IDEA will have an individualized education plan (IEP) consistent with state and federal laws and will be developed on the basis of evaluation and parental input and will include the following.

Description of Instructional Needs

- documentation of the student's current progress in the general curriculum (strengths and areas of need)
- written parental concerns for their child's education
- current results of evaluations
- results of standardized tests (LEAP, iLEAP) and classroom assessments
- special factors that might impede learning (limited language proficiency, visually impaired, deaf or hard of hearing, needed assistive devices, health needs/medical conditions)

Annual Goals/Accountability

- develop measurable individualized annual goals, which may be academic or address social/ behavioral needs
- show how annual goals will be measured and how parents will be informed of student progress

Special Education and Related Services

- description of services, supplemental aids, modifications to the program provided to students
- description of testing modifications or accommodations (LEAP, iLEAP)
- process to determine student's eligibility for extended school year program (ESYP)
- plan to regularly inform parents of student's progress toward annual goals
- description of transition services needed (if applicable)
- explanation of the extent of the student's inability to participate with non-disabled students (if any); otherwise the special needs student will be included in the regular educational program and extracurricular activities to the maximum extent appropriate

Implementation of the IEP

The IEP team will provide regular education teachers the necessary information to plan for the special needs students, such as the projected dates for initiation of services and the anticipated duration of the services including minutes/hours per week. Special education teachers and regular classroom teachers will work collaboratively, share teaching strategies and plan modified lessons that reflect the short term goals stated in the IEP that facilitate the education of learners with multi-ability levels in each class. If the student experiences difficulty meeting expectations listed in the IEP, fails to meet the expectations, or refuses to complete assignments, the IEP team will meet with the parent or legal guardian to review the IEP for instructional level, pacing, and appropriateness of objectives. After the review, the IEP team might find it necessary to revise the student's IEP. If revision of the IEP is needed, the general education teacher will be informed of recommended modifications, and will receive assistance from special education teachers as well as the IEP team. Students will remain in the regular education classes as stated in the IEP unless the IEP team has determined the severity of the student's disability is such that education in regular education classes cannot be achieved satisfactorily to meet the IEP objectives.

The special education services that CATS will provide will be in accordance with federal laws and regulations and with the recommendations stated on the IEP. The school will hire two certified special education teachers, and will continue to hire staff as the students with exceptionalities population increases. All staff development will include segments that relate to the education, referral process, implementation of the IEP, evaluation of student's progress toward achieving IEP goals, reporting requirements, and discipline of students with exceptionalities.

b. Describe the school's plan to ensure parents of children with exceptionalities are informed of how their children are progressing on annual IEP goals and in the general curriculum:

Parents or legal guardians of students with exceptionalities will be actively involved in the planning of their child's IEP. Once a student is accepted into CATS, the IEP team will meet with the parent or legal guardian to discuss the school's expectations for parental involvement. An accountability contract will be signed by the parent or legal guardian, which will outline the expectations for parents, teachers, and students. Parents or legal guardians will receive written notification at least five days in advance of an IEP meeting. A follow-up phone call will be made to ensure that every opportunity is given for the parent or legal guardian to attend the meeting.

Parents or legal guardians of students with exceptionalities will receive regular progress reports of student progress in the regular education program and the IEP objectives, as well as quarterly parent-teacher conferences and report cards. The guidelines for issuing reports will be the same as the reporting guidelines for regular education students. We believe that parental involvement is a vital part of our education program, therefore keeping the parents or legal guardians of our students informed will be priority.

c. Describe how the school will provide accommodations for students with disabilities who require extended school year services:

To accommodate students with exceptionalities who require extended school year services, the IEP team at CATS

will conduct a screening for eligibility to determine if the student is in need of an Extended School Year Program (ESYP.) The IEP team will complete all required documentation, as outlined in the BESE Bulletin 1872-Extended School Year Program. The parent or legal guardian of the student will be notified of the results within five business days of the screening date. Once it has been determined that the student is eligible for ESYP, an ESYP IEP meeting will be scheduled and we will follow all BESE procedures for IEP parental notification. Based on the criteria by which the student qualified for ESYP, the ESYP IEP team will design a program that will meet the student's needs. The team will determine the number of days and hours per week the student will need to spend in ESYP. Having the ESYP at CATS is important in keeping with our mission to produce world class leaders by providing the highest quality of teaching and learning, so all students can achieve academic success.

10. Explain how the proposed school will serve students with Limited English Proficiency (LEP). Provide details regarding how the school will:

a. Identify LEP students:

Any student suspected of having limited English proficiency will be tested to determine if and what level of services, if any, are necessary. CATS intends to use either IDEA proficiency test or the Language Assessment Scale (LAS) to determine need and placement. Portions of the tests will be administered in the first language for the student to assess native literacy levels. Additional testing will be done by the student's teacher to determine fluency in reading and writing on an on-going basis. The target date for all LEP students to be identified by teachers is October 1st.

b. Ensure students are not tracked inappropriately, and

Quarterly, CATS will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an LEP student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Each quarterly Interim Assessment will provide us with a measure of student mastery of state standards relative to the student's classmates and effectively predict student performance on standardized test. The administrative team will meet with teachers of each student identified as LEP after each quarterly assessment to evaluate the progress of these students and determine what additional support is necessary for our students to meet the ambitious goals set at the beginning of the year.

Additionally student performance on the ELDA, LEAP and iLEAP tests will be used annually to evaluate the effectiveness of our immersion program. The school will evaluate annually the progress of its LEP students as a group, to determine what additional support is necessary for our students to meet the ambitious goals set at the beginning of the year.

c. Implement strategies to ensure academic success for students:

Experts in the fields of English as a Second Language (ESL) and Bilingual Education now emphasize that English language learners do not have enough time to achieve high fluency in academic English first and then start taking content courses. These students need to learn language and content at the same time and all teachers, not just ESL and bilingual teachers, need to share responsibility for teaching them the language skills needed to achieve high standards. CATS will use the following strategies to ensure ESL learners experience success in the classroom.

Besides the standard accommodations used for ESL students i.e. extended time, explanation of directions, use of familiar examiner, and testing in a small group or individual settings, and translated tests, the students will also participate along with their parents and teachers in deciding what they feel they need to help them ensure academic success.

Our teachers will provide the necessary curriculum and instruction to assure that students achieve the high standards set for them in school. Students at CATS who have been identified as "LEP" candidates will achieve

proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. This will be accomplished by a strong professional development training in which staff will be exposed to activities and strategies for incorporating LEP standards into the curriculum to meet the needs of all students

CATS will ensure that LEP students are not excluded from curricular and extra-curricular activities based on an inability to speak or understand the language of instruction, and also that LEP students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school by all members of the CATS community.

Upon a student's reaching proficiency in the English language, specialized English-learned services will no longer be required. Placement, promotion, and/or retention of any Limited English Proficient pupil will be in accordance with recommended procedures by the Louisiana Education Department guidelines and with the criteria established for each grade level.

11. Articulate a plan for providing support and ensuring success for homeless students enrolled in the school. The plan should include steps that will be taken to ensure immediate enrollment, access to all activities, and additional support:

First and foremost, we will seek to remove all barriers to the student's enrollment or success at the school. No student will be denied admission to the school based on the lack of forms or documents that may result due to homelessness. The school will be able to identify if students are homeless, or at risk of homelessness, through initial home visits. Visiting with the student and his or her guardians are a pre-requisite to enrollment. As opposed to being a barrier to enrollment for a homeless student, however, this home visit will allow us to ascertain whether the student has a home or a guardian. If the student is determined to be homeless, or without guardians, the school will work in coordination with appropriate local entities and agencies to determine resources available, including shelter, food, and guardianship. As the state and city are likely to be overwhelmed by the needs of homeless students, the school will work with the Louisiana State Department of Education to determine solutions if the existing social services in the city are insufficient to meet the needs of the CATS students.

Once enrolled, students who are homeless or become homeless over the year will be eligible to receive all services as outlined in No Student Left Behind. By constant communication with parents, families, and students, the staff will be able to identify if students are made homeless. In addition, the student will be assigned to a staff member who will act as a liaison and will be responsible for monitoring the student's academic performance, as well as ensuring the following:

- That the student has full and equal opportunity to succeed in the school and all related academic and extra-curricular activities;
- That homeless families, students, and youth receive educational services for which they are eligible, including Head Start, Even Start, and pre-school programs administered by the school, and referrals to health, mental health, dental, and other appropriate services,
- That parents or guardians are informed of educational and related opportunities available to their students, and are provided with meaningful opportunities to participate in the education of their students;
- That the student's wishes are represented in any dispute that may arise over enrollment;
- That students and youth who do not have immunizations, or immunization or medical records obtain necessary immunizations, or immunization or medical records.

CATS believes that by creating special partnerships with social services available in New Orleans and the state, the school will ensure the student's ability to access those social services they need to be able to effectively participate and learn in school.

12. Explain how the school will identify and meet the needs of gifted/talented and academically advanced students:

CATS is fully committed to providing an education to all students, including those who are gifted/talented. Our School Building Level Assistance Team will be responsible in facilitating all identification, screening, parental involvement, and safe environment in accordance with the state guidelines. New students to the school will be re-evaluated in accordance with special education guidelines. The assistance team will gather information from standardized scores, interim assessments, parent interviews, teacher recommendations, and social/cultural background.

The classroom teacher will accept full responsibility for all learners in their class and modify, accommodate and adjust teaching techniques and classroom activities to meet the learning styles of all learners. An accommodation matrix is utilized to assist teachers in determining appropriate accommodations for state and district wide achievement tests.

Exceptional education teachers and regular classroom teachers will work collaboratively. These gifted/talented students will experience content that is accelerated and delivered to compensate time but result in mastery. Their content will display a higher degree of complexity, emphasizing abstract concepts and stimulates higher order thinking processes. Differentiated instruction and multi-disciplinary content will address the learners with multi-ability levels in each class. Our school will collaborate with neighboring schools to learn and share resources that are effective.

As for all of our students, gifted and talented will also experience the extended day and additional enrichment in the afternoon instructional day. These students will engage in enrichment and challenging activities as interventions just as we address all students with exceptionalities.

STUDENT EVALUATION

13. All charter schools are required to administer state-standardized assessments (LEAP, /LEAP, etc.) In addition to these state-mandated tests indicate any additional assessments the proposed charter school will administer.

a. Explain how chosen assessments will be used to support the selected curriculum:

The selected curriculum is the Louisiana Comprehensive Curriculum. We believe that this curriculum, because it is aligned with the Louisiana state content standards, and is defined by each grade-level expectation, will allow us to produce world class learners by providing the highest quality of teaching and learning, so all students can achieve academic success. The assessments were chosen because they appropriately align with the content and instruction of the curriculum and as such are of support to the selected curriculum.

As each standard in the various subject matters is taught, the chosen assessments will enable us to know exactly how well our students are performing, which students have mastered the material and which students need additional re-teaching and review. These assessments will be utilized as our tools to evaluate their level of achievement and their readiness to move forward with confidence to the material to be taught.

b. Explain how data will be used to improve instruction:

The data obtained from our chosen assessments will be used as follows:

DIBELS: The DIBELS assessment predicts students' reading achievement. Teachers will be able to monitor students' reading improvement and re-teach the standard or skill not mastered.

BRIGANCE: The Brigance Test will be used to identify talented or gifted students.

The educational plan will be based on talents identified for each student that tests talented or gifted. Students will be given the opportunity to do more in-depth work in the area where they excel through differentiated instruction and other teaching methods.

SAXON AND SCHOLASTIC PRE- AND POST-TESTS: These Pre- and Post-Tests will be utilized at the very beginning of the school year and as new material is introduced in the classroom throughout the year to assess students' strengths and weaknesses and to re-teach the standards or skills not mastered. They will measure specific definable abilities and provide profiles of strengths and weaknesses of each student.

INTERVAL ASSESSMENTS. Interval Assessments will be used in similar ways as the Pre-and Post-Tests. These will help teachers modify and individualize instruction based on students' scores. Along with the students' Weekly Progress Reports, these interval assessments will allow the teachers to work with students and parents to design the best learning environment for the student

c. Explain how the school will provide accommodations and modifications for students with exceptionalities:

The following accommodations may be implemented for students with exceptionalities during the time of their assessments:

- Individualized/Small Group Test
- Modification in the student's schedule
- Utilize oral responses to tests (answers recorded)
- Read the material to the student orally
- Modify/Repeat/Model Directions
- Utilize Large Print/Braille/Recorded Books
- Increase the amount of time allowed for the assessment
- Allow breaks during the testing period
- Permit student to write on the test

d. Plan for evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress:

Our plan for evaluating the progress of our students is based on the use of the assessment tools discussed in section b of this question. As a part of the interval assessments, weekly quizzes and teacher created assessments will provide a clear picture of our students' success or lack thereof in learning the curriculum standards. A key to the success of our students is the proper and effective professional staff development of our teachers on the content standards and grade-level expectations of the Louisiana Comprehensive Curriculum.

e. Indicate the person(s), position(s) and/or entities that will be responsible and involved in the collection and analysis of assessment data:

The teacher has the responsibility to collect all data. Each teacher, aided by a paraprofessional in the lower grade levels, will be responsible for the collection and analysis of assessment data. In addition, the school leader and the school's leadership team will be involved in teacher training and the analysis of student assessments in order to develop a cohesive and school-wide unified plan with the sole purpose of helping students succeed.

f. An applicant may upload additional information to supplement the responses to Question 13.a, 13.b, 13.c, 13.d and/or 13.e. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: “The response to Question 13.d has been uploaded in Question 13.f.” If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 13.f, so in that case, the responsive documents must be combined.

14. Provide the school’s improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program:

14a. Upload additional information to supplement the response to Question 14. If the uploaded document is to serve as the response to Question 14, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: “The response to Question 14 has been uploaded in Question 14.a.”

Document uploaded in response to this question has been placed at the end of the charter application

15. Provide the school’s policy and plan for reporting, at the end of each semester, student performance goals and attainment to parents, community, local school board, and BESE:

The school will report student performance goals and attainment to parents by issuing student progress reports, report cards, and through parent-teacher conferences. The board will receive quarterly reports that records student profiles. Additionally, parents and community will receive the school newsletter acknowledging student progress and successes.

Parents and the community partners will also receive training on how to go to the state’s website and download the schools end of the year report card.

16. Provide the school’s policy for promotion and graduation. If the school is serving 12th grade, please include details regarding high school graduation requirements:

High Stakes Testing Policy

Students in Grade 4 will take the LEAP 21 standardized test as mandated by the Louisiana State Board of Elementary and Secondary Education

Kindergarten

There may be retention in kindergarten with significant documentation.

Grades 1, 2, and 3

To be promoted to the next grade, a student must achieve the minimum course requirements as reflected by passing grades in each of the three subjects of Reading, English and Mathematics.

Grades 4 and 5

- To be promoted to the next grade, without attending summer school, a student must pass all five (5) academic subjects of Reading, English, Mathematics, Science and Social Studies.
- In addition, Grade 4 students taking the LEAP 21 must score at or above the state prescribed level in the areas designated by the Louisiana Department of Education.
- A student who fails one or two promotional subjects, but has met the LEAP 21 requirements may be promoted to the next grade if he or she attends a state approved summer school and passes the subjects failed. A student who passes all promotional subjects but who does not meet the LEAP 21 requirements may be promoted if he or she passes the summer retest.
- A student who fails three (3) or more promotional subjects is ineligible for promotion to the next grade by attending a state-approved summer school whether he or she has met the LEAP 21 requirements.

Whenever possible, students in Grades 4 and 5 will be allowed to advance to the next course in sequence in courses passed, and repeat courses failed. This plan will not change the promotion policy.

PROFESSIONAL DEVELOPMENT

17. Describe the professional development standards and opportunities that will be offered to teachers and staff.

a. Indicate the lead person responsible for developing, implementing and evaluating professional development plan:

It is the belief of CATS that professional staff development is a key element to effectively educating our students. Our school will be a community of learners, where everyone is engaged. Every teacher we consider to become a part of CATS will possess the desire and the drive to grow professionally. Our staff will be provided job-embedded professional development that will produce effective teachers as well as allow us to accomplish our goal.

The person responsible for developing, implementing and evaluating professional staff development plan will be the principal. The principal will be the lead person responsible for professional staff development; however, the leadership team will assist him/her. They will work collaboratively to gather data and elicit feedback from staff members to identify areas of need. Once the data has been analyzed, the Principal will plan professional development sessions to address the identified needs.

b. Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include teacher's typical weekly schedule and opportunities for teacher collaboration:

Question 17 b has been uploaded in Question 17 f

c. Describe how the proposed professional development will include and support both general and special education teachers:

Professional staff development will address instructional strategies to support our goal in promoting challenging learning activities. The entire staff will participate in various trainings to support all categories of students. All students will be recipients of the integration of higher order thinking skills and mixed-ability grouping. Instead of students practicing discrete, isolated skills, we will stress composition, comprehension, and applications of skills. At-risk students will be addressed by varied teaching strategies, and meaningful learning in collaborative settings. We will create a learning community to transform every classroom into a "powerful learning" environment. Our professional development sessions will support this structure in addressing all regular education, special education, at-risk, gifted and talented students.

d. Explain how the PD program is aligned with the school's pedagogy and curriculum:

In order for our school to experience student achievement, teachers will need more than teaching techniques. The Louisiana Comprehensive Curriculum has already outlined the framework of standards to be met in every content area. The grade level expectations have articulated what each student should learn by grade level. Through professional development, teachers can explore what is necessary for facilitating systemic reform and realize new learning. Our professional development program will keep our teachers updated on current issues, help them implement innovations, and refine their practice

e. Articulate how the professional development program will be evaluated to assess its effectiveness and success:

The principal and the leadership team will monitor the results of professional staff development on job performance, organizational effectiveness, and the success of all students. The formative evaluation will be done at intervals with the participants giving feedback and comments. This will enable our curriculum lead persons to continue in planning and making the necessary corrections to address successes and barriers. The summative evaluation will be done at the conclusion of the program to assess the effectiveness of the professional staff development. Our school will also utilize self-assessments instruments. This analysis will be done through questionnaires, observations, interviews, student records, and faculty group reflections.

f. An applicant may upload additional information to supplement the responses to Question 17.a, 17.b, 17.c, 17.d, and/or 17.e. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 17.b has been uploaded in Question 17.f." If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 17.f, so in that case, the responsive documents must be combined.

Please see upload document below

17.b Provide a schedule for ongoing professional development and planning that will take place prior to school opening. Include teacher's typical weekly schedule and opportunities for teacher collaboration.

Prior to the opening of school, staff will participate in a full week of professional staff development. One professional development day per month will be incorporated in the calendar year with student early release and off days. Creative scheduling will be planned to embrace job embedded sessions for teachers to share the effectiveness of instruction. The teachers will engage in faculty study groups bi-weekly to collaborate with grade level and cross grade level staff.

Tentative schedule for CATS professional development prior to school opening

August 4 th	Teacher orientation/in-house sharing, team building, curriculum planning, creating student educational plans, goal setting for the 2008-2009 school year
August 5 th	Implementation of the Louisiana Comprehensive Curriculum and Grade Level Expectations, developing effective lesson plans, assessments, with grade level plan 1 st unit lessons and assessments
August 6 th	Guest presenter on serving special needs students
August 7 th	Data-driven instruction, use of technology in the classroom, testing strategies
August 8 th	Differentiated instruction, meaningful engaged learning

Sample Teacher Schedule

Time	<i>Monday</i>	<i>Tuesday</i>	Wednesday	Thursday	Friday
7:30-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:05	Transition to Class	Transition to Class	Transition to Class	Transition to Class	Transition to Class
8:05-10:05	Reading	Reading	Reading	Reading	Reading
10:05-10:15	A.M. Break	A.M. Break	A.M. Break	A.M. Break	A.M. Break
10:20-11:25	Writing/Daily Oral Language	Writing/Daily Oral Language	Writing/Daily Oral Language	Writing/Daily Oral Language	Writing/Daily Oral Language
11:30-12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:40	Physical Ed.	Physical Ed.	Physical Ed.	Physical Ed.	Physical Ed.
12:45-2:15	Math	Math	Math	Math	Math
2:20-3:10	History or Science	History or Science	History or Science	History or Science	History or Science
3:15-4:45	The Arts	The Arts	Professional Development, Staff meeting, Grade Level Planning	The Arts	The Arts
4:50-5:00	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal	Prepare for Dismissal

STUDENT RECRUITMENT, ENROLLMENT AND ADMISSIONS

Louisiana state charter schools (Type 2, 4, & 5) are required to accept applications from all students who meet the eligibility requirements as provided by law.

18. Provide the school's Enrollment Policy. The Enrollment Policy should include the following:

a. Admission requirements, if any

All students enrolling in CATS should have the following at the time of enrollment.

- Birth Certificate
- Immunization Record
- Social Security Card
- Test Scores from prior year(s), if available or applicable

b. Tentative Dates for application period (minimum one month; maximum three months):

For the first year of operation, the application period will begin in March of 2008 and continue until every available seat has been filled. For subsequent years, the school shall accept applications as detailed below in 18.c.

c. Enrollment deadlines, lottery date(s) and procedures, waitlist and re-enrollment procedures:

For the first year of operation, enrollment applications will be accepted from March through the beginning of the school year. For subsequent years, the enrollment deadlines are shown below

Open Enrollment Period – August 2008 through the last school day in March, 2009.

All students should be enrolled during the open enrollment period. Priority will be given to incoming siblings of students already attending the school. If the demand is greater than the availability of seats, a lottery will be conducted, by an independent third party, to randomly select the names to be placed on the wait-list. All applications received after the close of open enrollment, but before the lottery, will not be eligible to participate in the lottery, and will be added to the end of the waiting list created at the time of the lottery, which will be held in April.

Those persons interested in applying for the next school year may obtain applications at the school office on days school is in session, between the hours of 8:00 A.M. and 5:00 P.M. The school will mail, e-mail or fax applications to anyone requesting an application by telephone, e-mail or fax.

To implement our outreach plan, CATS will:

- Focus on recruiting the at-risk population living in the vicinity of the school but will also recruit city-wide;
- Post notices regarding the open enrollment period at the school;
- Provide a written notice of the enrollment period in one or more local newspapers;
- Distribute flyers directly to residents and through community organizations, announcing the open enrollment period;
- Schedule open house events at the school and in appropriate community based facilities to disseminate information about the open enrollment period, and
- Mail written notice of the open enrollment period and an application packet to all persons who enquire about school enrollment

A random selection lottery will be operated as follows, if applications exceed available enrollment slots, per grade:

- A lottery will be held during or prior to the second week following the close of open enrollment.
- The random selection drawing, conducted by an independent third party, shall be open to the public

- The school will notify all applicants of the time and place of the lottery.
- Names will be drawn until all available grade level seats have been filled
- Any remaining names will be drawn to establish a prioritized waiting list, to be used to fill openings during the school year for which the students applied.
- After all eligible names have been drawn, the school will add the names of applicants who filed applications after the close of open enrollment. All post-deadline applicants will be added in the order in which they were received.
- All applicants still on the waiting list must resubmit an application for the following school year, no later than the last business day in March.
- Once students are admitted, they will remain eligible to be admitted at the school for successive years, without having to re-enter the selection process.
- Students may withdraw with written notice by their parents/guardians.

Four weeks prior to the end of the school year, an Intent to Return form will be sent home to every parent to fill out and to let us know if they intend to return their student to CATS the following school year. Each student, whether a new or returning student, must re-enroll for the next school year.

d. A marketing and recruitment timeline and plan:

The response to Question 18.d is uploaded with Question 18 e

e. Sample enrollment forms and recruitment flyer (Upload)

Please see upload document below

18.d A marketing and recruitment timeline and plan.

Charter Schools are the future of high quality public education, and as such, a marketing plan should be tailored to the unique selling points of the school.

- Crocker Arts and Technology School (CATS) is a charter school of choice
- CATS provides a free public education with open, city-wide admission
- The mission of CATS is *to produce world class learners by providing the highest quality of teaching and learning, so all students can achieve academic success*
- CATS has high academic standards and high expectations
- CATS has a rigorous academic program with added special emphasis on arts performance and technology

The marketing plan shall be composed of:

- Community Relations
- Brochures
- Flyers
- Newsletters
- Newspaper Ads
- Website
- Grass Root Marketing
- Signs
- Parental Involvement

Marketing Plan	Timeline	Details
Place Ads in Local Newspapers	April-July	The Times-Picayune, Louisiana Weekly, The New Orleans Tribune, Data News, Gambit
Press Releases	April-July	Radio and Television Stations: WWL, WDSU, WYES, WGNO, Q93, FM98, WWOZ
Community/Business Organizations	April-July	Meet with Churches, Neighborhood Groups, Professional Organizations, Cultural Organizations, Freret Street Merchants, Magazine Street Merchants, S Claiborne Ave. Merchants, Baptist/Ochsner, Touro
Grass Roots Posters/Flyers	April-July	Door to Door Recruitment within the neighborhood of the school; Placement of Signs at strategic locations, neighborhood businesses and eateries
Neighborhood and City-wide Events	March-July	Mardi Gras, French Quarter Festival, Jazz Fest, Freret Street Festival
Website	April	www.CATSCHARTER.edu
Newsletter	School Year	Promote students and ongoing activities at CATS
Parental Involvement	Ongoing	The best promoters of the school will be satisfied parents who will spread CATS by word of mouth and personal recommendation.

18.e SAMPLE STUDENT ENROLLMENT FORM

Student Name: Last _____ **First** _____ **Middle** _____

Date of Birth: _____

Place of Birth:

City: _____ **Parish/County:** _____ **State:** _____ **Country:** _____

Race: Asian Black Hispanic Multiracial White

Sex: _____ **Social Security Number:** _____ - _____ - _____

Current

Address: _____
 Street Number **Street Name**

City: _____ **State:** _____ **Zip Code:** _____

Current Mailing Address: _____
(If different from above)

Name of Father/Guardian: _____

Home Phone #: _____ **Cellular #:** _____ **Work Phone #:** _____

Address, if different from student: _____

Name of Mother/Guardian: _____

Home Phone #: _____ **Cellular#:** _____ **Work Phone #:** _____

Address, if different from student: _____

With whom does the student live: Both Parents Father Only Mother Only

___ Legal Guardian (Must provide school with copy of Legal Papers)
(If any custody restraints, school must be provided legal documents)

If parents cannot be contacted in case of an emergency, please list other authorized emergency contacts.

Emergency Contact: _____

Home Phone # _____ **Relationship** _____

Address: _____ **Work Phone #** _____

Emergency Contact: _____

Home Phone # _____ **Relationship** _____

Address: _____ **Work Phone #** _____

Parent/Guardian Signature _____ **Date** _____

CROCKER ARTS AND TECHNOLOGY SCHOOL CATS!

A CHARTER SCHOOL OF CHOICE

**ELEMENTARY – PRE-K TO 2ND GRADE
OPENING AUGUST 2008
PROVIDING A FREE PUBLIC EDUCATION, OPEN ADMISSION**

THE CATS MISSION:
To Produce World Class Learners by Providing the Highest
Quality of Teaching and Learning so ALL Students can
Achieve Academic Success!

**CATS IS DEFINED BY: HIGH ACADEMIC STANDARDS
HIGH EXPECTATIONS
A RIGOROUS ACADEMIC PROGRAM
ARTS PERFORMANCE AND TECHNOLOGY
HIGHLY SKILLED AND DRIVEN, OUTSTANDING TEACHERS
THE VALUES OF RESPECT, RESPONSIBILITY AND HARD WORK**

SCHOOL CLIMATE AND CULTURE

19a. Complete the chart below:

First Day of School:	August 11, 2008
School Day End Time:	5 00 p m
Hours in school day:	9 5 hours
Number of Instructional Minutes per day	455
Number of Instructional Minutes per day:	191
Number of Before School hours devoted to academics	0
Number of After School hours devoted to academics:	1 5
Number of days devoted to staff development during school year:	10
Number of days devoted to staff development prior to school opening:	5

b. Provide proposed school's calendar in the first year of operation:

The response to Question 19 b has been uploaded in Question 19 d

c. Provide a sample daily schedule:

The response to Question 19.c has been uploaded in Question 19 d.

d. An applicant may upload additional information to supplement the responses to Question 19.b and/or 19.c. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 19.b has been uploaded in Question 19.d." If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 19.d, so in that case, the responsive documents must be combined.

Please see upload document below

19.b Provide proposed school's calendar in the first year of operation.

August 4-8, 2008	Professional Development Days
August 11, 2008	First Day for Students
September 1, 2008	Labor Day Holiday
November 27-28, 2008	Thanksgiving Holidays
December 22, 2008	Christmas Break Begins
January 5, 2009	School Resumes
February 23-25, 2009	Mardi Gras Holiday
April 9-10, 2009	Spring Break
May 29, 2009	Last Day of School

19.c Provide a sample daily schedule.

K-2ND DAILY SCHEDULE
7:30 – 8:00-----Breakfast/Morning Meeting/REACH
8:00 – 8:05-----Transition to Class
8:05 – 10:05----Reading Block (120 minutes)
10:05 – 10:15---Morning Break
10:20 – 11:25---Writing/Daily Oral Language (65 minutes)
11:30 – 12:00---Lunch
12:00 – 12:40---Physical Education
12:45 – 2:15----Math (90 minutes)
2:20 – 3:10-----History or Science
3:15 – 4:45-----Enrichment.....technology, tutorial, homework assistance, visual arts, dance, music, strings (90 minutes)
4:50 – 5:00-----Prepare for Dismissal

Pre-K Daily Schedule
7:30 – 8:00-----Breakfast/Morning Meeting/REACH
8:00 – 8:05-----Transition to Class
8:05 – 8:20-----Quiet Reading
8:25 – 9:10-----Outside Play, Exercise
9:15 – 10:15-----Morning Circle (alphabets, numbers, colors, shapes, days, months)
10:20 – 11:10---Discovery Areas (centers)
11:15– 11:30----Restroom
11:30 – 12:00---Lunch/Clean-up
12:05 – 12:20---Quiet Reading
12:25 – 2:10----Rest Time
2:15 – 2:30-----Restroom/Transition to Outside
2:35 – 3:10-----Outside Play/Exercise
3:15 – 3:45-----Clean-up/Snack
3:50 – 4:45-----Enrichment.....art, dance, music, technology
4:50 – 5:00-----Prepare for Dismissal

- Provide details regarding how the school will develop a climate and culture that is supportive and reinforces the school's mission and philosophy:

a. Describe any extra and co-curricular activities that will be implemented to enhance the school's philosophy:

The mission of the school will be reinforced by a supportive climate and culture that will constitute the following characteristics:

1. **REACH!** At the school-wide morning meeting held every day, the students will reinforce the REACH Conduct Guidelines: RESPECT for my teachers and classmates; ENTHUSIASM for work and proper classroom behavior, ACHIEVEMENT in all work done, performing my overall best; CITIZENSHIP and responsibility for my actions and relationships with others; and HARD WORK and preparation in all that I attempt.
2. **SUCCESS FOR ALL.** All students can achieve success in the classroom and in life. Each student will be affirmed of their tremendous potential, unique abilities and exceptional talents by a consistent show of encouragement for attempting their best work and for their achievements. High expectations of what our students can achieve will be the norm, not the exception.
3. **WE ARE FAMILY.** No student is alone in the quest for success. We're all in this together. We support each other, we respect each other, and we encourage each other every day.
4. **WORKING TOGETHER TOWARDS A GOAL.** Our goal is for all students to succeed at clearly identified, measurable goals. From week to week, our goals will be stated, and we will carry out the objectives that will help us reach our goals.
5. **A SAFE, JOYFUL LEARNING ENVIRONMENT.** Learning will be a wonderful, joyous experience because everyone's contributions will be valued. Everyone will know that it's okay to try a problem, even if they don't understand the concepts the first time around. We will create a community of learners by letting them know that this is one of our most important goals: to love learning and to become lifelong learners. Literacy, analytical skills and critical thought do not stop once students leave the school grounds. Learning will be joyful because of the welcoming and accepting environment our teachers and administration will create throughout the school.
6. **WE CAN DO IT -- WE WILL DO IT!** Our students' abilities and hard work will be affirmed at every opportunity through school-wide, student-centered activities that will cause our students to say: "WE CAN DO IT -- WE WILL DO IT!" Yes, We can do the work! We can get good grades! We can achieve our goals! We can succeed in school and in life! We will tackle the difficult problems! We will support and encourage one another! We will value our similarities and our differences! We will achieve academic success!

Key to creating a school climate that fosters student achievement is the ability of the school leader to develop a culture among the teachers and staff that will mirror those same values: Helping our students to be successful; working together as a family; working together towards a goal; loving the opportunity to serve the students of this community; believing that we can help all our students achieve success; that we can develop a community of bright, inquisitive, talented young people who are respectful, enthusiastic achievers, citizens who are fair, just and responsible, and hard working in all they attempt. This can be accomplished through practices that are inclusive of professional staff development and training, and activities that bond and unite faculty, staff, and students. In addition, the parents and members of the community will be afforded every opportunity to value and encourage this group of skilled and outstanding educators and students.

The school will have several extra and co-curricular activities that will supplement the school's mission.

- Book of the Month Club
- Newspaper Club
- Math Wizards
- Gospel Choir
- Dance Team

- Visual Artists
- String Ensemble
- Young Thespians

b. If the charter school would implement a dress code policy, provide such policy, including a description of how the cost of any uniform would be covered for parents unable to afford them:

Dress Code Policy

- Uniform must be Khaki pants, shorts, or skirt with dark green shirt.
- Shirts must be tucked in and belt must be worn at all times.
- All pants must be worn at the waistline All items of clothing must be size appropriate and worn as intended by design.
- Hairstyles will not distract from the learning environment or be a safety factor for any of the school's curricular offerings.
- Only small earrings shall be worn in the ears. For safety reasons, no hoops may be worn. Male students will not wear earrings.
- No hats, caps or other headwear shall be worn in school buildings, except when a medical condition or religious belief so warrants, but it must be approved by the principal.
- Only official school uniforms can be worn to school. If special occasions require a modification of the dress code (e.g field trips, field day) this must be approved by the principal.
- Shoes – Athletic (tennis) shoes with closed toe and heel (either Velcro or tie closure). Footwear must be appropriate for participation in P.E. Students may not wear boots, platform shoes, sandals or clogs.
- During winter months only white, gray or school colored sweat shirts will be permitted.

Policy for students who are unable to afford school uniforms:

Cats will provide uniforms for those students who cannot afford to purchase them This will be accomplished by the following ways:

- Community and business leaders will be asked to assist financially with setting up a fund at CATS, which will be used solely for purchasing uniforms for students who are unable to purchase a school uniform.
- School parents will be asked to donate used uniforms

c. Uploaded additional information to supplement the responses to Question 20.a and/or 20.b. If the uploaded document is to serve as the response to any of the listed questions, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 20.b has been uploaded in Question 20.c." If you choose to upload a response for more than one of the questions, please remember that only one document can be uploaded in Question 20.c, so in that case, the responsive documents must be combined.

21. Describe the charter school's student discipline rules and procedures for regular and special education students. Provide your school's plan for suspension or expulsion, include the procedures and policies for implementing alternative instruction:

Discipline Rules for Regular and Special Education

One of our goals at CATS is to create a safe, joyful student-centered environment, in which students take ownership for their actions, and parents support in a number of ways. Students will begin each day by reciting The Learner's Creed

I believe in myself and my ability to do my best at all times.
Just for today I will listen, I will speak, I will feel, I will think,
I will reason, I will read, and I will write.
I will do all these things with just one purpose in mind:
To do my best and not to waste this day, for this day will come no more.

Parents play a major role in both the social and academic development of their student. Teachers cannot do it alone. Upon enrollment into CATS, parents will sign the following pledge stating their agreement with the mission and goals of CATS.

Parent Pledge

- I will partner with CATS to reinforce the mission of the school so that my child can experience academic success.
- I will talk with my child about the school day and reinforce the lessons learned in the classroom.
- I will encourage and reinforce positive behavior, and I will teach my child to value differences in others.

The Administration at CATS believes all students have the right to learn. Unfortunately, some student's behavior can prevent others in the classroom from enjoying that right. It is the intent of this discipline policy, to insure that CATS' students are educated in a safe, effective learning environment. During the enrollment period, parents and students will receive a copy of the school's handbook. Included in the book will be a Code of Conduct.

Code of Conduct:

- Students are to show respect for people and property
- Students are to follow directions the first time they are given.
- Students are not allowed to do anything that would prevent learning.
- Students are to come to school prepared with completed assignments and materials and must not bring any items, which interfere with learning.
- Name-calling or use of profanity is not allowed.
- Students are to keep their hands and feet to themselves, as well as other belongings, i.e., backpacks, etc.
- Students will walk quietly on the right side of the hall and stairs, no more than double file in hallways and single file on stairs. They must obey teachers who are supervising the hallways.
- No running, tripping, or pushing in the halls or on stairs is allowed. Knocking on other classroom doors, looking into other classrooms, or disturbing classes in any way will be allowed.

In addition, it is expected that all students will conduct themselves appropriately at all times. Respect for all adults and fellow students is required. (The school is responsible for the conduct of students while they are in school as well as when they are in transit to and from school.) Each student is to act appropriately and be courteous, kind, and helpful to others. Students will accept responsibility for their actions. If a student breaks a school rule, the following disciplinary actions will take place:

Steps for Disciplinary Action

Step 1: Classroom Consequences: - There will be a school-wide policy for disciplinary In-School Suspensions and occurrences. If a student continues to misbehave or is involved in a serious disruption or a more serious offense, the teacher will complete an office referral form:

Referral Forms:

- It is filled out by a staff member regarding a student infraction (no belt, excessive talking etc.).

- It is turned in to the Assistant Principal. The Assistant Principal may or may not call the student in for a conference depending upon the nature or frequency of the infraction.
- One copy of the form (with the infraction noted and with consequences assigned) is delivered to the student.
- One copy is mailed home to the parents
- One becomes part of the student's discipline file

Step 2: Verbal warning. A verbal warning will be given to the student and a written notification will be sent home with the student to be signed by the parent and returned the next day or detention will be assigned.

Step 3 Phone call to parents The student may be removed from class and will meet with school counselor. A mandatory Friday morning detention will be assigned

Step 4: Parent conference. Removal from class, three Behavior Modification sessions scheduled with school counselor, and a Friday morning detention assigned. Parent must attend any off campus activities with student otherwise student will not be allowed to attend.

Step 5 Conference to inform the parent of the student's In-School Suspension The following steps will take place in the case of an In-School Suspension:

- The parent shall be informed by the Assistant Principal of the student's In-School Suspension.
- A student will be given notice of the In-School Suspension at least one (1) day in advance.
- A student may be assigned an In-School Suspension for one (1) to five (5) days.
- The student will be removed from the classroom and will complete all class work in In-School Suspension.
- In-School Suspension days will not count as absences because the student will be given classroom assignments to be completed during the In-School Suspension .. These assignments will be returned to the teachers when completed to be counted for credit Assignments must be completed by the assigned due date to count for credit Students in In-School Suspension will be allowed to go to the classroom to take exams or get help on assignments if necessary to maintain academic standing A student in In-School Suspension will not be eligible to participate in scheduled after-school extra-curricular activities while in In-School Suspension (band or athletic practice, games, meetings, dances, etc.)
- The Parent will be notified that the next time the student is referred to the Assistant Principal, he or she will be suspended from school

Step 6 Suspension The following behaviors are grounds for immediate suspension from school for one to five days upon the principal's discretion. During the student's suspension he or she receives an unexcused absence and is not allowed to participate in any school function.

- Willful disobedience.
- Intentionally disrespects others.
- Makes unfounded charges against others.
- Uses unchaste or profane language.
- Is guilty of immoral or vicious practices, or of conduct or habits injurious to others.
- Leaves the classroom or designated area during class hours or detention without permission
- Leaves the school premises without permission.
- Gets off the school bus (other than at regular stop) without permission.
- Is habitually tardy or absent.
- Violates any rules adopted by the school.
- Disturbs the school and/or habitually violates any rule.
- Disrupts and/or interferes with the orderly conduct of the affairs of the school, school activities, or the rights of other students through the distribution of any or all materials, the posting of signs, and the wearing of imprinted apparel that is deemed to be disruptive.
- Initiates or participates in any threat that disrupts the school day operations, including, but not limited to, bomb

threats or threats involving fake explosive devices, threats of aggravated or simple arson, etc., by the use of the mail, telephone, word of mouth, or any other means of communication

- Uses, possesses, or operates any electronic telecommunications device such as mobile phone service, intercom, facsimile, or beeper in the school buildings, on school premises, on school buses, or at school-sanctioned events.
- Cuts, defaces or injures any part of the school buildings, school premises, or school buses
- Writes any obscene language or draws obscene pictures in or on any school material, school buildings, school premises, or school buses.
- Throws objects liable to injure other persons while in school buildings, on school premises, in school buses, or at school-sanctioned events
- Abuses a teacher, any school personnel, or school bus driver either physically or verbally
- Possesses and/or ignites and/or discharges fireworks in school buildings, on school premises, on school buses, or at school-sanctioned events.
- Is found carrying or possessing firearms, knives or other implements that can be used as weapons, the careless use of that might inflict harm or injury, in school buildings, on school premises, at school-sanctioned events, or on school buses.
- Uses or possesses tobacco, alcoholic beverages, mood altering chemicals, drug paraphernalia, any controlled dangerous substance, governed by the Uniform controlled Dangerous Substance Law, or any substance designated to look like or represented to be such a drug, in school buildings, on school premises, at school-sanctioned events, or on school buses
- Possesses, distributes, sells, gives, or lends and/or is found to have knowledge of and/or intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, alcoholic beverages, mood altering chemicals, drug paraphernalia, other controlled dangerous substance governed by the Uniform controlled Dangerous substance Law, or any substance designed to look like or represented to be such a drug, in school buildings, on school premises, at school-sanctioned events, or on school buses.
- Carries, possesses, uses, or projects lasers or lasers or laser devices, the careless use of that might inflict harm or injury, intimidate, or place others in fear of bodily harm, in school buildings, on school premises, at school-sanctioned events, or on school buses.
- Is convicted of a felony or incarcerated in a juvenile institution for an act that, had it been committed by an adult, would have constituted a felony.
- Commits any other serious offense.

Step 7- Expulsion

- Conduct detrimental to the reputation of the school.
- Conduct detrimental to the well-being, health, or safety of others (e.g. Bomb threats, false fire alarms, tampering with fire equipment, possession of any kind of weapon or explosive or their look-alikes, physical or verbal abuse of another)
- Misconduct by a student who has been previously placed on probation or suspension.
- Theft or vandalism of school property or the personal property of others.
- Possession, distribution and/or sale of material harmful to minors.
- Conduct inconsistent with the philosophy of the school or the school's mission, principles or objectives.
- Possession or use of alcoholic beverages, drugs, drug paraphernalia or counterfeit drugs at school or at school-related events.
- Defiance, disrespect or insubordination
- Serious computer violation.
- Harassment.

CATS will implement the State of Louisiana's Laws and State Board regulations, which identify steps, and procedures schools must take in order to suspend or expel students who are unwilling to behave in an appropriate manner.

- A teacher may temporarily dismiss for disciplinary reasons any student from class. The student can be sent to

another teacher, or sent to the office.

- The principal is authorized to suspend students from school for disciplinary reasons up to ten days, including the day upon which the suspension was initially imposed
- Prior to such suspension, the principal or designee, will inform the student, either orally or in writing, about the infraction.
- If the student denies the charges, the principal will explain to him/her the evidence which forms a basis of the charges and shall permit the student to present his/her side of the story (Due Process).
- Once the principal decides that a suspension is proper, the principal will contact the parent, requesting they pick their student up as well as discuss the infraction with the parent
- A suspended student will be readmitted to school after being suspended for one to ten days including the day upon which the suspension was initially imposed, even if the appeal has not been completed.
- A suspension that does not amount to an expulsion for the remainder of the semester but is more than ten (10) days shall come only after the student has been afforded notice, opportunity for a hearing, and the same procedural rights as for expulsion.

Expulsion Procedure

A written recommendation of expulsion by the principal to the board shall include a statement of the policy violation(s) against the student. The board may recommend that a student be expelled from school with loss of credit for the entire semester.

The board may expel a student for the remainder of the semester, for the remainder of the school year or permanently for conduct it deems to be of such seriousness as to make a suspension inappropriate where it finds that the student's continued attendance at school would be unacceptably disruptive to the education program or would be attended with reasonable danger to other students and faculty members.

Parent/Legal Guardian Information on Suspension or Expulsion

In instances when the parent/legal guardian seeks information about the student who may have inflicted injury or damage to their student, the principal/designees shall follow policies outlining release of information as provided in the Family rights and Privacy Act of 1974. If the parent/legal guardian is not satisfied with the information that is provided, the parent/legal guardian of the injured student may seek redress through legal action under civil law.

Personal search

A search of a student's person should be limited to a situation in which the administration has probable cause that the student is concealing evidence of an illegal act, contraband, or has violated a school rule. A security guard and an adult witness will be present when a personal search is conducted.

Dangerous items (such as firearms, weapons, knives), controlled substances as defined by Act 590 of 1971, as amended, and other items which may be used to disrupt substantially the educational process will be removed from the student's possession and will be reported and transmitted to the proper authorities.

Students must be asked for their consent prior to a personal search. A search warrant should be obtained if a student objects to a personal search, unless there is probable cause to believe that a dangerous weapon or illegal drugs are being concealed.

A school official of the same sex and with a security guard and an adult witness present should do a pat down search of a student's person.

Tardies

The following procedures shall be followed prior to the suspension of a student for excessive unexcused tardies:

1. Contact the parent/legal guardian
2. Assign punish work (Optional)
3. Detention
4. Conference with parent/legal guardian or an attempt to have a conference
5. Another type of disciplinary action, or repeating detention

If these actions do not result in improved punctuality on the part of the student, the social worker will perform an assessment of the situation. Continued unexcused tardiness may result in suspension, other disciplinary action, or a referral to the Juvenile Court System.

Special Education Students

Special education students may be excluded from school only in emergencies and only for the duration of the emergency. After an emergency suspension is imposed on a special education student, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and towards minimizing the harm resulting from exclusion. In no case should a special education student be excluded for more than 10 days in a school year due to out-of-school suspension. If so, the level assistance team must reconvene, and the IEP must be rewritten to include the behaviors that the student is exhibiting as part of the exceptionality. The suspended student should be offered alternate educational programming for the duration of exclusion of more than 10 days.

Regulations Governing Pupils Riding School Buses

Pupils are under the authority of the bus driver.

- Pupils shall be on time for the bus both morning and evening
- Each pupil must go directly to his/her seat upon entering the bus.
- Pupils shall remain seated while the bus is in motion.
- Pupils shall not extend their hands, arms, or head out the bus windows.
- Pupils shall converse in normal tones; loud or vulgar language is prohibited
- Pupils shall keep the bus clean and refrain from damaging it. Students are to pay damages they cause.
- Pupils must keep feet off the seats.
- Pupils must keep sharp objects off the upholstery.
- Roughhousing or fighting on the bus is prohibited
- Pupils shall be courteous to the driver, to fellow pupils, and to passers-by.
- Pupils shall enter and leave the bus at school loading stations and at highway bus stops in orderly fashion and in accordance with instructions.
- Pupils shall refrain from talking to the driver while the bus is in motion
- Pupils must not throw objects.
- Books and other property must be properly stowed out of the way and the aisle kept clear at all times.
- No food or beverage on the bus (or gum).
- Pupils must avoid playing or loitering on the highway when waiting for a bus.

The Procedures In Case Of Infraction Of Bus Rules

- First offense - A warning to the student with a written report sent to parents. It is our hope that the parents will help to prevent a reoccurrence. A conference will be held with the student. The principal may assign consequences.
- Second offense - Assigned seat by the driver and consequences assigned by the principal. A report will be sent to parent(s)

- Third offense - Suspension of riding privileges, one to ten days Written report sent to parent(s).

Students' Rights And Responsibilities

- The right to develop ones own personality without criticism or pressure from cliques.
- Freedom from physical abuse and mental abuse such as name-calling, intimidation or harassment.
- Freedom from being set apart or mocked because of race, sex, religion, physical strength, size, features, friendship groups, culture, age, handicap, financial status, clothing, or classroom performance or disability.
- Freedom from being harassed in the classroom.
- The right to be treated respectfully
- The right to an education, which means that teachers are free to teach and students are free to learn without being interrupted by inconsiderate or unruly students.
- The right to have our personal and school property respected as a part of human rights. Our school community should be a safe place for property as well as people.

21a. Uploaded additional information to supplement the response to Question 21. If the uploaded document is to serve as the response to Question 21, an applicant must indicate the same in the text box following the question. For example, an appropriate entry may be: "The response to Question 21 has been uploaded in Question 21.a."

22. Please describe how parents will be involved in the charter school, including, in particular, the governance and administration of the charter school. How does the school plan to build family-school partnerships that focus on strengthening support for learning and/or encouraging parental involvement in school operations? Describe any volunteer activities the school will request of parents:

- As expressed in Article IX of the Amended and Restated Articles of Organization, parents are considered members of the corporation, with voting rights and privileges. We firmly believe that a student's success in academics and in life is strongly linked to parental involvement and participation.
- Parents can play an integral role in the education of their students. It is our goal to increase parental involvement by providing opportunities for parents to participate in their student's education.
- Signed parental pledge will help parents partner with CATS in its mission and goals of helping students succeed academically
- Parents can attend monthly meetings/workshops to involve them in the school.
- Parents can sign up on the volunteer log and participate at the school on a monthly basis.
- A parent's handbook will be issued to each household and will include student dress code, rules, and expectations.
- A Newsletter will be issued to parents on a weekly basis to keep them informed about the activities at the school.
- Parents can organize a Moms Club and a Dads Club so that they can plan activities that will benefit our students and school.
- Parents will organize a Parent-Teacher Association to help bring out parents and teachers together, working

towards the success of our students.

At CATS, parents will have the opportunity to be involved in the students' education in order to improve and/or increase the student's academic performance. We want the parents to buy into the school's mission and to become the students' number one supporters. Before a student enrolls, at least one parent or guardian must come for a school visit and interview with a school administrator. Parents are informed of the school's strict, high expectations and are told that if a student is not ready to work hard, or if parents are not willing to support their student to work hard, then the parents should consider other educational options.

The key to effectively improving students' academic performance is not only in the hands of teachers, but it is also in the hands of parents. Parents will have the opportunity to get involved as volunteers in several ways:

- Hall/Cafeteria/Playground Monitors
- Office/Teacher/Computer Lab Assistants
- Library Aides
- Attending school events and field trips
- Preparing food for special school events
- Attending school functions
- Parent conferences
- Participating in workdays to spruce up facility
- Leading a club

We will offer monthly parent workshops in which parents will be provided an opportunity to attend during the school year. The workshops will consist of the following topics:

- Parenting Skills
- Helping students improve their study habits
- Assisting students with their daily homework assignments
- Learning basic technology skills
- Using technology to increase/improve student academic performance.

23. Provide details and/or policies of the charter school for handling complaints from parents:

Parents are a critical component to the success of our school, and every effort will be made to involve the parents and to solicit their input and participation. Should there be any concerns, suggestions, or complaints by any parent, they shall be promptly addressed. If the suggestion, concern, or problem cannot be addressed or resolved through same day initial discussion between the parent and the student's teacher, the parent can call for an appointment with the Principal or Assistant Principal. There will also be a Parent's Area set up in the main office where parents can fill out a short form indicating the concern or problem. A follow up phone call will be made to the parent by the end of the school day. If necessary, a follow up conference between the Principal or Assistant Principal will take place to address the issues and resolve the matter.

If a parent is unhappy with the way in which a situation has been handled by the school administration, the parent may request a meeting with the board to present his/her complaint. The board will make a decision on how to appropriately handle the situation at that time. If a parent is still unhappy with the situation, he or she will be directed to the Louisiana State Department of Education.

24. Discuss how often parents will be involved in student academic evaluation and planning. For example, how often will parent/teacher conferences occur?

Parent-Teacher conferences will take place every Academic Quarter. Parental representation will be sought on the school's leadership team. Parent representatives will be involved in data analysis and evaluation of the implementation of the school's improvement strategies by participating in various committees, such as the Student Evaluation Committee and the School-Wide Planning Committee. A strong Parent-Teacher Organization will afford parents the opportunity of becoming involved in classroom and extra-curricular activities.

25. Provide information regarding the manner in which community based organizations, businesses and/or postsecondary institutions will be involved in the charter school:

CATS has received letters of support from the following community based organizations and from a postsecondary institution:

- The New Orleans Arts Council: The New Orleans Arts Council share our vision of improving our children's lives through a rigorous academic program that also promotes the arts. As a result, they will be looking for ways to partner with us with respect to the services and programs they offer.
- Louisiana Technology Council: The Louisiana Technology Council applauds our efforts to establish an elementary charter school with an emphasis on the arts and technology, and looks forward to partnering with CATS to create such a school.
- Broadway South, LLC. Mr. Roger Wilson, founder and president of Broadway South, LLC, is a New Orleans native and a friend of the CATS Board. He has been involved in the entertainment industry in Los Angeles for many years, and is wholeheartedly behind our school and its emphasis on the arts and technology.
- Ochsner Health Services. Ochsner/Baptist Hospital is a medical center in the vicinity of CATS, and the Ochsner Community Relations team is very eager to support the development of charter schools in New Orleans.
- New Orleans Jazz & Heritage Festival and Foundation. The New Orleans Jazz & Heritage Festival and Foundation has a tradition of involving young people in their many musical activities and programs and look forward to involving our school in their efforts.
- Historic Second Baptist Church: Historic Second Baptist Church, which has a track record of providing services to this community, has had a relationship with Crocker for many years through its outreach efforts, which include Saturday tutoring and a mentoring program.
- Vassar College. Vassar College endorses our academic program and supports our professional staff development and teacher recruitment efforts.

In addition, we have identified certain strategies that we will pursue to involve the community in the school:

- Our school shall reach out to our immediate neighbors, businesses, government, churches, hospitals, medical professionals, and other area schools and invite them to partner with us in making the school a success.
- We will solicit financial and human resources to sponsor activities, educational programs, and supplemental curriculums.
- Neighborhood meetings will be held to inform the public of the uniqueness and needs of the school.

- We will establish mentoring programs to bring in individuals from the community to interact with the students in various ways, such as volunteer reading, tutoring, and classroom presentations.
- Our hospital and medical partners will put on health fairs for the community at large to address the community medical needs and to introduce the school to the community.
- A Quarterly Newsletter will highlight the community's involvement in the school.

GOVERNANCE, MANAGEMENT, AND LEADERSHIP

26. Provide details regarding the composition of nonprofit governing board or local school board.

a. Charter School Roster of Key Contacts (see *Appendix B*) for the governing board and key administrative leaders for the school:

Please see upload document below

26.a Provide details regarding the composition of nonprofit governing board or local school board.

a. Include a Charter School Roster of Key Contacts (see Appendix B) for the governing board and key administrative leaders for the school.

Name of School(s):	Crocker Arts and Technology School
Name of Nonprofit Corporation:	Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc.
Primary Contact Person:	Grisela Alejandro Jackson
Mailing Address	1022 Aline Street, New Orleans, LA 70115
Phone:	Day: 504-581-6292
(day & eve.)	Evening: 504-952-4049
Fax: 504-525-5132	Email: vaslane@bellsouth.net

NONPROFIT BOARD OF DIRECTORS

Position	President and Member
Name:	Grisela Alejandro Jackson
Mailing Address:	1022 Aline Street, New Orleans, Louisiana, 70115
Phone:	Day: 504-581-6292
(day & eve.)	Evening: 504-952-4049
Fax: 504-525-5132	Email: vaslane@bellsouth.net

Position:	Vice-President and Member
Name:	John A. Jones, Jr.
Mailing Address:	14326 Thorn Briar Drive, Baton Rouge, LA 70817
Phone:	Day and Evening: 225-752-5710
(day & eve.)	
Fax:	Email bullship2000@yahoo.com

Position.	Secretary and Member
Name:	Shaun Barkley Rafferty
Mailing Address:	1131 Third Street, New Orleans, LA 70130
Phone:	Day: 504-587-0097
(day & eve.)	Evening. 504- 891-8555
Fax:504-587-9067	Email: srafferty@sbrlaw.com

CHARTER SCHOOL ROSTER of KEY CONTACTS

NONPROFIT BOARD OF DIRECTORS continued

Position	Treasurer and Member
Name	Glenda Sawyer
Mailing Address	2232 LaSalle Street, New Orleans, LA 70113
Phone: (day & eve.)	Day: 504-846-2469 Evening: 504-524-6447
Fax: None	Email: gsawyer@yahoocom

Position	Member
Name	Stephen J. Boyard, Jr.
Mailing Address	6040 Oxford Place, New Orleans, LA 70131
Phone: (day & eve.)	Day and Evening: 504-218-4954
Fax:	Email: None

Position	Member
Name	Harold Peaden
Mailing Address	3348 Knightsbridge Place, Harvey, LA 70058
Phone: (day & eve.)	Day and Evening: 504-340-0460
Fax:	Email: hpeaden681@cox.net

Position	Member
Name	Olga Guardia Smoak
Mailing Address	1302 General Taylor St., New Orleans, LA 70115
Phone: (day & eve.)	Day and Evening: 504-891-4770
Fax:	Email: olga123@netzero.net

Position	Member
Name	Barbara H. Doublet
Mailing Address	316 Maryland Avenue, Metairie, LA 70003
Phone: (day & eve)	Day and Evening: 504-473-4109
Fax:	Email: Barbara.doublet@jppss.k12.la.us

SCHOOL PERSONNEL**Principal** Not yet identified**Name:** _____**Phone (day/eve):** _____**Fax:** None**Email:** _____**Business** Not yet identified**Manager:** _____**Phone (day/eve):** _____**Fax:** _____**Email:** _____**Certified Public** Brendel W. Deemer**Accountant:** Tiffany B. Jackson**Phone (day/eve):** Cell: 504-401-9581 for Ms. Deemer

Cell. 504-439-9581 for Ms. Jackson

Email: brendeldeemer@aol.com**Email:** tbjcpa@aol.com**OTHER AS APPLICABLE (school management entity, partner)****Contact Person:** N/A**Title/Position:** _____**Organization:** _____**Phone (day/eve):** _____**Fax:** _____**Email:** _____

b. Provide resumes for each governing board member:
Please see upload document below

Grisela Alejandro Jackson

1022 Aline Street
New Orleans, LA 70115
504 952 4048

CURRICULUM VITAE

OVERVIEW: Highly motivated individual with a solid academic background and a professional work history of proficient and consistent performance. Areas of strength include

- Leadership Capability
- Communication Skills
- Supervisory and Training Skills
- Organizational Skills
- Analytical Skills
- Bi-Lingual

EDUCATION

A. B. Freeman School of Business, Tulane University, New Orleans, LA - 1996
M.B.A. with Emphasis in General Management and Accounting

Vassar College, Poughkeepsie, NY - 1978
B.A. in English

Alcee Fortier Sr. High School, New Orleans, LA - 1974
High School Diploma with Honors

WORK EXPERIENCE

Part Owner and CFO, Young Engineering Co., Inc., 1010 Enato St., New Orleans, LA,
2002 to Present Phone 504-581-6292
Duties encompass day to day operations of the company, all financial responsibilities, and additional sales responsibilities.

Office Manager, Young Engineering Co., Inc., New Orleans, LA, 1991 - 2001
Duties increased to include Accounts Payables, Collections, Cash Management, Payroll, Computer Technology, and Supervision of Personnel

Accounts Receivables, Young Engineering Co., Inc., New Orleans, LA, 1984 - 1991
Responsible for generating all invoicing, shipping documents, monthly statements, and purchase orders

**RESUME OF
JOHN ANDERSON JONES, JR.**

Home address/phone number: 14326 Thorn Brier Drive
Baton Rouge, LA 70817
Home Phone: 225-752-5710

Business address/phone number: New Orleans Public Schools
New Orleans Center for the
Education of Adults
1815 St. Claude Avenue
New Orleans, LA 70116
504-942-1713

Date of birth: June 15, 1940

General health: Excellent

Professional Training:

Southern University Baton Rouge, LA
BS in Social Studies 1962

Southern University Baton Rouge, LA
MA, African-American Studies 1972

Tulane University New Orleans, LA
Graduate Credit (Ph.D program in American Studies) 1975-78

Harvard University Cambridge, MA
Certificate, Institute of Writing, Reading & Civic Ed. 1989

University of New Orleans New Orleans, LA
Graduate Credit 1990-91

Teaching & Administrative Experiences:

1962-75 Social Studies Teacher
New Orleans Public Schools, New Orleans, LA

1972-87 Instructor
Southern University at New Orleans, LA

1976-77 Research Assistant - State Department of Education (Division
of Ethnic Studies) Baton Rouge, LA

1976-77 Teaching Assistant
Tulane University, New Orleans, LA

1977 Instructor
Dillard University, New Orleans, LA

1977-84 Supervisor of Social Studies
New Orleans Public Schools, New Orleans, LA

1981 Researcher (La. Consortium for International Studies) U.S.
 Department of Education (Southern University)
 West Africa (Mali, Sierra Leone & Senegal)

1984-85 School-Site Supervisor
 New Orleans Public Schools, New Orleans, LA

1985-86 Special Assistant Principal
 New Orleans Public Schools, New Orleans, LA

1991-92 Instructor
 University of New Orleans, New Orleans, LA

1990-98 Associate Director
 New Orleans Public Schools, New Orleans, LA

1992-98 Governmental Liaison Director
 New Orleans Public Schools, New Orleans, LA

1998 Retire from New Orleans Public Schools after 33-1/2 years of
 service

Teaching and Administrative experiences:

1998-2003 Continued as Department Head, Department of Adult and
 Continuing Education, New Orleans Public Schools

Louisiana Credentials

Type "A" Lifetime Teaching Certificate

Areas of Certification-

- Social Studies, English
- Principal
- City and Parish Supervisor
- Adult Education Instructor
- Adult Education Administrator and/or Supervisor
- Superintendent

Professional, Fraternal and Social Affiliations:

New Orleans Industrial Development Board
 (Appointed by New Orleans City Councilman, Johnny Jackson,
 Jr.)

Member: Board of Directors

New Orleans Home Mortgage Authority
 (Appointed by New Orleans City Councilman Johnny Jackson,
 Jr.)

Member: Board of Directors; Served as Chairman of Board of
 Trustees, January, 1991-1995

Pi Gamma Mu National Social Science Honorary Society
 Phi Delta Kappa, The Professional Fraternity in Education

Omega Psi Phi Fraternity, Incorporated

Second Baptist Church, 6th District

Member: Church Historian

Reserve Deputy Civil Sheriff Association
 (Appointed by the Honorable Paul Valteau, Civil Sheriff,
 Parish of Orleans
 Interagency Advisory Council on Adult Literacy
 (Appointed by Governor's Office of Adult Literacy)
 Member
 New Orleans Home Mortgage Authority Development Corporation
 (Articles of Incorporation approved 1993)
 Member: Board of Directors; President of Corporation
 New Orleans Human Relations Commission
 (Appointed 1998 by Councilman Roy Glapion and since
 continuously re-appointed by Councilman Maxlin
 N. Gusman) Chairman 1992-2002
 New Orleans Council on Aging
 Elected to Board of Directors, 2001-present
 New Orleans East Economic Development Foundation
 Elected Members' Advisory Committee, 2000-present
 Economic Development Unit
 Elected Member: Board of Directors, 2002-present

Publications:

Mr. Black Diplomat: Dr. Ralph J. Bunche, Master of Arts Thesis, 1972.
National Citizenship/Social Studies Objectives, National Assessment of
 Educational Progress, Education Commission on the States, Denver,
 CO, 1980, 1981-82
 Reviewer for Civics: Citizens in Action, Charles Merrill Publishing
 Company, 1986
 Study Guide for video production, "A House Divided," produced by Burwell
 Ware and the Drexel Center of Xavier University of New Orleans,
 1987.
Educating Black Male Youth: A Moral and Civil Imperative, New Orleans
 Public Schools, 1988; entered ERIC Clearinghouse for Social
 Studies/Social Science Education (Indiana University),
 Bloomington, Indiana, 1991.
 Reviewer for Land of Promise, Scott, Foresman and Company, 1990
 Reviewer for selected chapters in Louisiana Legacy, Steck-Vaughn
 Company, 1990
Sugar Cane: A Bitter-Sweet Legacy, A Study of the Disappearing African-
Americans Workers on the Sugar Cane Plantation in Southern
Louisiana, entered ERIC Clearinghouse for Social Studies/Social
 Science Education (Indiana University), Bloomington, Indiana,
 1991.
 Reviewer and Feature Writer (Portrait of P.B.S. Pinchback) for Louisiana
A Study in Diversity, Steck-Vaughn Company, 1991.
 Reviewer for Cambridge GED Program, Comprehensive Book, New Revised,
 Cambridge Adult Education, A Division of Simon & Schuster, 1998.
History of Second Baptist Church, copyrighted, 2003.

Honors: (partial list)

Tulane University, New Orleans, LA, tuition scholarship for full-time
 study toward Ph.D degree in American History, 1976-77
 CloseUp Foundation Fellowship, Arlington, VA, 1979-80, 1982-83, and
 1986-90
 United States Congressional Record, "Civics/CloseUp Program" entered by
 Congresswoman Lindy Boggs, 1979 and 1982
 Trophy, "Sugar Cane: A Bitter-Sweet Legacy - A Study of the Disappearing

African-American Worker on the Sugar Cane Plantation in Southern Louisiana, Minority Advisory!
Member **Who's Who in American Education, Marquis' 4th Edition**

Budget Management Experience:

Title IV-C State/Local Government in Action Project, New Orleans Public Schools, Approximate total budget of \$200,000, 1977-80
Title IV-C Community Involvement in Law Education Project, New Orleans Public Schools, approximate total budget of \$250,000, 1978-81
Newspaper in Education Project, New Orleans Public Schools, approximate total budget of \$24,000, 1978-81
Civics/CloseUp Program, New Orleans Public Schools in CloseUp Foundation of Arlington, VA, approximate total budget of \$382,000, 1981-84, 1986-90
Executive High School Internship Program, New Orleans Public Schools, approximate total budget of \$150,000, 1977-82
Juvenile Diversion Program, New Orleans Public Schools, approximate total budget of \$15,000, 1978-81
Region IX Social Studies Fair Council, New Orleans Public Schools, Archdioceses Schools of New Orleans, approximate total budget of \$15,400, 1977-83, 1986-90
First Eastern Bank and Trust Company, New Orleans, LA, established in 1983 and closed in 1989 with total assets of \$30.2 million (Organizing Director)
New Orleans Home Mortgage Authority, City of New Orleans, LA, Chairman, Board of Trustees, \$52,895,000
New Orleans Home Mortgage Authority Municipal Refunding Collateralized Mortgage Obligations (MR CMO) Series 1991 A \$15,200,000 New Orleans Home Mortgage Authority Single Family Mortgage Revenue Bonds, 1991 Services A \$62,795,00 New Orleans Home Mortgage Authority Special Obligation Refunding Bonds Series 1992
Department of Community, Adult and Continuing Education, New Orleans Public Schools, 1990-91 School Term, School Term, \$1.8 million
Department of Adult and Continuing Education, New Orleans Public Schools, 1991-92 School Term, \$2 million, subsequently, through 1998 annual budgets of \$750,000(+)
Department of Governmental Liaison, 1992 School Term, annual operating budget of \$60,000
Louisiana Department of Education, 353 Special Experimental Demonstration Projects of teacher Training Projects, 1992, 1993, 1994, 1996, 1997 with annual budgets of \$50,000 (+)

Military:

Commissioned Second Lieutenant, United States Army
Tours of Duty: Fort Hood, Texas, 1960
Fort Benning, Georgia, 1962
Fort Polk, Louisiana, 1962-63
Honorable Discharge, March, 1963

Hobbies and Special Interests:

Reading, billiards, chess and traveling

References:

Available upon request

SHAUN B. RAFFERTY

203 Carondelet Street, New Orleans, LA 70130

Birthday New Orleans, Louisiana May 8, 1954

Undergraduate Education Vassar College, B.A. in History 1976

Legal Education Louisiana State University, J.D. 1980. Member and Associate Editor of the *Louisiana Law Review*

Previous Positions Associate, then partner. Phelps Dunbar, L.L.P. 1980-1999; Commercial Real Estate Department manager, Smith Martin, 1999-2001

Areas of Concentration Commercial, corporate, real estate, lending and general transactional law. Areas of specialty include title insurance, administration of indenture trusts, Louisiana public corporations, telecommunications finance, maritime finance and gaming finance

Major Career Projects.

Reorganization of Offshore Logistics, Inc., 1985-87
Formation and start-up of Louisiana Lottery Corporation, 1988-90
University of New Orleans acquisition of Research Park, 1989-92
\$300 million claim in Conservatorship of Executive Life Insurance Company, 1990-current
\$315 million secured note offering by Casino America, Inc., 1995-99
\$50 million financing of American MetroComm Corporation by Goldman Sachs Credit Partners, L.P. 1998-2000
Acquisition of 1615 Poydras Street, 2000
Acquisition of Alliance Refinery, 2000
Pere Marquette Hotel Partners refinancing 2003
White III, L.L.C. refinancing and reorganization 2004

Community Activities

New Orleans Epilepsy Council, board member
Longue Vue House and Gardens, board member and President
New Orleans Museum of Art, member of Board of Trustees and Secretary
St. George's Episcopal School, member of Board of Trustees, Secretary, Vice President and Chairman of the Board
Garden District Association, board member
IQ Ticket, Inc., chairman of the board

GLEND A SAWYER

2232 LASALLE STREET
New Orleans, La. 70113
(504) 524-6447

CAREER OBJECTIVE:

A challenging position in management requiring organizational ability and an understanding of how people function in business and the industry.

EDUCATION/TRAINING:

LOYOLA UNIVERSITY of New Orleans, Louisiana
Master of Business Administration - December, 1988

**XAVIER UNIVERSITY OF NEW ORLEANS,
LOUISIANA**
Bachelor of Sciences, Math/Physic
May, 1976

H & R BLOCK TAX SCHOOL
Certification - 1985

J. K. KENNEDY REAL ESTATE SCHOOL
Licensed - 1979

MANAGEMENT SUPERVISORY COURSE, 1978

**BUSINESS SERVICE/EQUIPMENT ENGINEERING
COURSE, 1978**

PROFESSIONAL EXPERIENCE

Management
Whitney National Bank, New Orleans, LA
1990 - Present

- *Monitoring the quality of the bank's loan portfolio (in excess of \$500,000), other real estate and other loan-related assets.*
- *Classifying loan-related assets, loan concentrations, calculations of Reserve for Bad Debts requirements, and their subsequent reporting to management.*

- *Analysis of commercial credits for proposed loans of \$250,000 or more.*
- *Analysis of company's individual's profitability, liquidity, cash flow and debt service capacity.*
- *Examination of company and individual financial statements.*
- *Audited various banking departments by preparing daily audits.*
- *Controlling and supervising large amounts of cash flow and maintaining proper activity in customer accounts.*
- *Recorded information from customer (telephone) for outgoing wires.*
- *Issued credit ratings and responded to credit inquiries.*
- *Investigated large and unusual deposit items.*
- *Special training in Investments, Operations and Mortgage Loans.*
- *Additional training in Discount, Collections, Paying and Receiving and Statement departments.*

Production Technician

AMOCO PRODUCTION COMPANY

1976 - 1977

- *Completed field studies of oil and gas wells for productivity reports.*
- *Planned project folder and layout for drilling in newly surveyed area.*
- *Transformed product data calculation into future planning projections.*

Engineer-BSEC

ATTIS/SOUTH CENTRAL BELL

1977 - 1986

- *Implemented a procedure for plug in additions which increased productivity by 100%.*
- *Instituted reclassification of all electronic PBX's for the state of Louisiana to provide specific accounting area and codes.*

STEPHEN J. BOYARD, JR.

2820 Cherry Street
New Orleans, LA 70118
504-482-0067

WORK EXPERIENCES

Pre-GED Counselor - Department of Adult and Continuing Education New Orleans Public Schools (NOPS)	2001-2003
Principal - McDonogh No. 28 Junior High School - NOPS	1997-1998
Principal - Gregory Junior High School - NOPS	1977-1996
Director of Business and Auxiliary Services - Area III Office - NOPS	1984-1985
Acting Director of Planning and Facilities - NOPS	Summer 1983
Assistant Principal - Gregory Junior High School - NOPS	1976-1977
Acting Assistant Principal - John F. Kennedy Senior High School - NOPS	1975-1976
Administrative Consultant (03) and Business Manager - John McDonogh Senior High School - NOPS	1973-1975
Social Studies Teacher - John McDonogh Senior High School - NOPS	1972-1973
Social Studies Teacher - Phillips Junior High School - NOPS Football and Basketball Coach	1967-1972
Economics Teacher - Upward Bound Program - Dillard University New Orleans, LA	1970-1971
United States Armed Forces - 7th Division - South Korea	1965-1967
Social Studies Teacher - Phillips Junior High School - NOPS	1964-1965

PROFESSIONAL ORGANIZATIONS

Louisiana Association of Public Community and Adult Education (LAPCAE)
Retired Administrators of New Orleans Public Schools (RANOPS)

OTHER ORGANIZATIONS

Saint Joan of Arc Catholic Church
National Association for the Advancement of Colored People
Urban League of New Orleans

EDUCATION

- Introduction to the Computer – Delgado Community College, 1995
- Effective Schools Conference – The Total Quality School, the National School Conference Institute, Phoenix, Arizona, 1994
- Improving School Discipline Conference – NASSP 1993
- The Excellent Principal Course – Bell South leadership Institute, Atlanta, Georgia, 1992
- Louisiana Principal Assessment Training Program – NASSP – Northwestern State University, 1990
- Master's + 30 – Loyola University, New Orleans, LA, 1989
- Master in Education – Tulane University, New Orleans, LA, Honor Student, 1973
- Bachelor of Science in Secondary Education – Southern University, Baton Rouge, LA, 1964
 - Major: Social Studies Minor: English
 - Cum Laude Graduate Dormitory Monitor Student Tutor
- High School Diploma – Xavier University Preparatory High School
 - Senior Class President Student Council Officer Merit Roll Student
 - Best All-Around Senior Most Athletic Senior Bayou Boys State Participant
 - Captain of the Football and Track Teams

AWARDS AND HONORS

Middle/Junior High School Principal of the Year – New Orleans Public Schools – 1994
Middle/Junior High School Principal of the Year – Orleans District PTA – 1994
National Sports Foundation Principal of the Year – 1993
Middle/Junior High School Principal of the Year – Orleans District PTA – 1993
Middle/Junior High School Principal of the Year – Orleans District PTA – 1992
Applicant for Principal of the Year Award– State of Louisiana, Department of Education
Middle/Junior High School Principal of the Year – New Orleans Public Schools – 1990
Boss of the Year (2nd place) – New Orleans Public Schools Association of Educational Office Personnel – 1987
Middle/Junior High School Principal of the Year – Orleans District PTA – 1980

BARBARA DOUBLET
Email: barbara.douplet@jppss.k12.la.us

EDUCATION:

Southern University-----B.A.
Tulane University-----M.Ed.
Dominican College
Southeastern University
University of New Orleans-----30 Graduate Hours Above Masters

CERTIFICATIONS:

Elementary Grades
Mentally Retarded A Learning Disability
Supervisor of Student Teaching and Parish or City
School Supervisor of Instruction
Principal
Counselor in Elementary Schools
Supervisor of Child Welfare and Attendance and/or Visiting Teacher
Socially Maladjusted and Emotionally Disturbed
Educational Consultant
Parish or City Supervisor/Director of Special Education
Blind and Partially Sighted
Mild Moderate
Child Search Coordinator
Special School Principal
Guidance Counselor

WORK EXPERIENCE:

Jayne Wallace School-----Teacher
Orleans Parish-----Teacher
Jefferson Parish-----Teacher
Department Head
Title I Coordinator
Assistant Principal, Regular Education
Principal, Regular and Special Education

AFFILIATIONS:

Beta Phi Beta Sorority, Inc.
National Alliance Black School Educators
Jefferson Alliance Black School Educators
Jefferson Parish Reading Association
National Association University Women
Louisiana Reading Association
National Association of Secondary School Principals
Louisiana Association of School Principals
Jefferson Parish Association of School Administrators
Kappa Delta Phi Honor Sorority
Association of Supervision and Curriculum Development

AWARDS:

Who's Who's The Heritage Registry for Achievement
Teacher of the Year
JABSE —Charles Moody Award for Outstanding Leadership
Eta Phi Beta Sorority, Inc.—Virtuous Woman Award
Regional Director of the Year

REFERENCES:

(On Request)

OLGA GUARDIA de SMOAK

International Delegate International Dance Council CID/UNESCO/Paris
Artistic Advisor Prague International Ballet Competition,
Artistic Advisor Ballet to the Grand Duchy of Luxemburg
President, New Orleans International Ballet Conference, Inc. Project Director,
Bicentennial Celebration "Dancing Through History, Louisiana Dance
Roots, 1750-1830"

Official International Representative, USA International Ballet Competition, Jackson, Mississippi, USA
President, Guardia-Smoak Art Management

Education

- 1992-1995 Special Advanced Graduate Studies in Dance History with participation in classes, seminars, symposia Choreographic Department, Rimsky-Korsakov conservatory, St. Petersburg, Russia and Perm, Russia
- 1962 Graduate Studies in Pedagogy and Psychology and Dance History – University of Panama, Panama. Additional studies in Music History, Musical Conservatory, Panama City, Panama, under Professor Jaime Ingrain
- 1961 BA Vassar College, Poughkeepsie, NY-Departmental Honors in French Studies and Comparative Literature
- 1960 Studies Universite' de Poitiers, Tours and La Sorbonne, University of Paris with a French Government Grant towards Distinguished University Honors
- 1957 Roycemore School for Girls, Evanston, IL-Valedictorian

Dance Education

- 1990 State Choreographic Academy, Tbilisi, Georgia, USSR – Diploma on Intensive Pedagogical Course Levels IV, V, and VI.
- 1987 Dance Department of the State Conservatory, St Petersburg, Russia
Lectures and Seminars under Professor Nikita Dolgushin on 19th. and 20th. Century Dance Choreography
- 1986 State Institute of Theatrical Arts, Moscow – Lectures/Seminars on Ballet Methodology under Professor Evgeny Volukhin of the Bolshoi Ballet
- 1986 USA International Ballet Competition, Jackson, MS – Russian Dance Method, under Professor Sofia Golovkina, Director of the Bolshoi Ballet Academy.
- 1983 State Choreographic Academy, Tbilisi, Georgia, USSR – Diploma on Intensive Pedagogical Course, Levels I, II, III.
- 1980-1978 Loyola University Dance Program, New Orleans, LA –Russian Dance Methodology with Gayle Parmelee, Alexander Minz, and others.
- 1954-1957 Allegro School of Ballet, Chicago, IL – Professional studies with Alan Howard of the Ballet Russe, and Christine du Boulay, Richard Ellis and Lorna Mossford of the Sadler Wells (now The Royal British Ballet).
- 1945-1953 Gladys Heurtematte Dance Academy – Republic of Panama
Studies under Ms Heurtematte formerly of the Ballet Russe and with pedagogues of the National Ballet Academy of Washington, D.C.

Honors – Awards

- 2004 **Appointed Artistic Advisor to the Ballet of the Grand Duchy of Luxemburg and Member of the Board of the Ballet of Mons, Belgium**
- 2001 Appointed International Delegate by the International Dance Council CID/UNESCO/Paris to Direct the Louisiana Bicentennial Dance Project
- 2001 Appointed Artistic Adviser to the Prague International Ballet Competition
- 2001 As President of NOIBC Recipient of **Special Dance Award**, Tribute to the Classical Arts, New Orleans, Louisiana, USA
- 2000 **Project Director, Ballets Russes, Conference/ Symposium.** Recipient of LEH Grant, New Orleans Marketing Corporation Grant, Taylor Grant, Hibernia Bank Grant, etc.
- 2000 **USA Juror, International Ballet Competition, Tallinn, Estonia, serving under Professor Nikita Dolgushin**
- 1999 **Founder and President, New Orleans International Ballet Conference, Inc.**
- 1998 Appointment as **Secetaire General**, Conseil International de la Danse/UNESCO/USA (until 2000)
- 1997 Commendation- Concours International de Danse Classique et Moderne, Paris, France
- 1996 **Board- New Orleans Mayor's Advisory Committee, Hispanic and Latin American Affairs, New Orleans, LA, USA (1996 to present)**
- 1996 Article about O.G. Smoak in Moscow publication, **He-She Review, I Speak to the World in Many Languages**
- 1994 Honor Anniversary Medal, International Ballet Competition, Varna, Bulgaria
- 1990 Honor Diploma, Diaghilev House Museum, Perm, Russia
- 1987 Honor Medal, Vaganova Ballet Academy, St Petersburg, Russia
- 1986 to Present- **International Representative Jackson, USA International Ballet Competition to France, Russia, Bulgaria and Luxembourg**
- 1983 Honor Medal, Bolshoi Theatre Ballet Museum, Moscow Russia
- 1982 Honor Medal, USA II International Ballet Competition, Jackson, MS
- 1980 **New Orleans Magazine article: Olga Smoak-Our Great Impresario of Russian Ballet**
- 1978 Honor Diploma, USA International Ballet Competition
- 1975 Honor Plaque, Teatro en Circulo, Republic of Panama
- 1960 French Government grant for studies in France
- 1957 Silver Medal, USA French Teachers' Association

Publications – Seminars

- 2000-2002 **Adjunct Professor of Ballet History, Loyola University, New Orleans, LA, USA**
- 1998 **The Great Competitions, and Los Grandes Concursos Internacionales, Teatro, Revue of Mexican Center of the International Theatre Institute/ (ITI)/UNESCO (English/Spanish/French)**
- 1997 Published article, **A Great Saga. 30th Anniversary Program California Ballet**
- 1997 **Editor/Translator, Historical Dance Digest of Ballet Magazine, Moscow, Russia and first foreign editor of English Language, Ballet in Russia**

- 1996 **Editor, Program** for Kremlin Palace and Bolshoi Theatre Gala, organized by Diamonds of World Ballet, Moscow, Russia,
- 1996 Participant on Panel- Diaghilev and Balanchine, Perm, Russia
- 1995-1992 **Editor/Translator-Historical Dance Digest of Ballet Magazine**, Moscow, Russia
- 1994 Publication, Bulletin Press Center of International Ballet Competition, Varna, Bulgaria: **What Competitions Should Seek**
- 1994 Publication, Bulletin, Press Center of Arabesque Ballet Competition, Perm, Russia : **The Greatest USA Ballet Companies**
- 1993 Participant Seminars/Conferences at Press Center of International Ballet Competition, Moscow, Russia
- 1992-1993 **Translator/Editor** Special Issue to the life and work of **Marius Petipa**, Moscow, Russia
- 1990 **Lecture and Published article**, Diaghilev and the Silver Age of Russian Art, **Diaghilev : the greatest manager** Diaghilev Symposium, Perm, Russia
- 1986-1991 Several **published articles in Sovetskii Ballet**, Moscow, Russia
- 1985 Published article Dance Newsletter, Los Angeles, CA, **If you had been there**
- 1984 **Lecturer, UNO City College**, Dance Styles and History
- 1976 Monograph, Mikhail Lavrovsky

International Dance Activities

- 1 Since 1980 **President of Guardia-Smoak Art Management** Manager of ballet artists and teachers from the Bolshoi Ballet, Moscow State Ballet. Paris Opera Ballet, New York City Ballet, The Berlin State Ballet, Prague National Ballet, the National Ballet of Panama etc.
2. Since 1985 **Official representative of the USA International Ballet Competition** (Jackson, Mississippi) to the European Competitions in Varna, Bulgaria, Paris, France, Luxembourg, Luxembourg and St. Petersburg, Russia Official liaison with the Moscow Competition.
3. **Founding member of Diamonds of World Ballet Foundation in the Netherlands.** Organizer of **International Galas** to benefit this foundation at the Kremlin Palace and at the Bolshoi Theatre of Moscow.
4. Since 1979 **Director of International Dance Seminars in the USA, Latin America, England and Russia**
5. In 1982 **Organizer of the first Teachers' Course for American Ballet Teachers** held in the former USSR. Participant of said course.
6. In 1983 **Organizer of the first American Modern Dance Seminar for Russian dancers**, led by choreographer Miguel Lopez of New York and Lula Elzy of New Orleans. (Mr. Lopez is now Chair of the Dance Dept. at NOCCA)
7. **Initiator of dance exchanges** among American, Russian, Canadian, French and German Ballet Companies, schools, academies and Universities.
- 8 Since 1985 **Advisor to the California Ballet Company** of San Diego. Since 1977 **Advisor to the Grell Archive Collection of California.**

9. First USA Representative to the Diaghilev House Museum of Perm, Russia (Term of Office, 1992-1997).

10 1992-1996 First English language editor of Ballet in Russia, the English version of Ballet (The Official Russian dance magazine)

11. 2000-First USA Juror, International Ballet, Competition, Estonia-Russia, under the Presidency of Professor Nikita Dolgushin, Dean, St.Petersburg Rimsky-Korsakov Conservatory, Russia

12 2000- Project Director, Ballets Russes Celebration/Exhibit/Gala/Symposia, a Seven Part- Conference on the "Legacy of the Ballets Russes Co-organized with CID-USA and Ballets Russes Reunion Committee

13. 2002- Artistic Advisor Prague International Ballet Competition

14. 2002- International Delegate CID/UNESCO/Paris

New Orleans Activities

1999-2002 President, New Orleans International Ballet Conference, New Orleans, Louisiana

Director: Ballets Russes Conference (2000) and Bicentennial Celebration "Dancing through History, France, Spain, Mexico, the Caribbean and Mexico; Louisiana Dance Roots, 1750-1830" (June 2003)

1996-2001 Member and Secretary, New Orleans, Mayor's Advisory Committee on Hispanic Affairs

1996-2001 Member of BRAVO, New Orleans, Ballet Association

1982-1985 Board of Directors & Member/ Executive Search Committee, New Orleans Ballet

1977-1980 Executive Board of Directors, Delta Festival Ballet.

1975 Chairman of Major Gifts, WYES PBS Auction

1974 Chairman, Symphony Book Fair,

1970- 1973 President, New Orleans Vassar Club.

Harold B. Peaden, Jr.

page 1 of 2

Experience May 01 to present PTC Inc. Harvey, LA

Superintendent of Production Operations (Southern Sweet Potato Pie Co.)

- Collaborate with owner to plan and improve the company's Sales and Marketing activities.
- Successfully headed team to bring new product from creation of recipe, to package development, to test marketing, and then to full marketing.
- Made significant improvements by eliminating unnecessary work steps, and made other changes to the work process.
- Saved company over \$75K by successfully designing and building equipment to improve production and reduce man-hour needs.
- Increased production capacity by 400% and reduced operating cost by 50%.
- Increased sales by 300%.

Sep 99 to May 01 Pinnacle Polymers Garyville, LA Plant

Senior Process Engineer (UNEPOL process)

- Team leader of operations group to resolve problems that limited production and quality. This team developed several projects that reduced waste, increased recovery of monomer, and eliminated risks of injury to operators, redesigned steam supply system to die plate to achieve even heat distribution, etc. Wrote procedures for new and existing units, and revised SOP's to reflect changes in old procedures.
- Wrote software to automate the entire monomer recovery system using the Honeywell TDC 3000 (TPS TotalPlant Solution) DCS.
- Developed a reporting system of monomer usage that combined many spreadsheets into one, allowing easier and more accurate reporting and tracking of plant efficiencies.

Sep 97 to Sep 99 Witco Corporation Gretna LA Plant

Senior Process Development Engineer/Reliability Engineer

- Responsible for recordkeeping and annual reporting of various items such as control of fugitive emissions, storage of volatile organic compounds (with determination of covered equipment)
- Project Manager for various projects including plant's mechanical integrity efforts and preventative maintenance activities. Supervised five technicians in preventative maintenance activities.
- Improved the reliability of equipment via better engineering of all new projects and reengineering of existing problem facilities.
- Successfully managed multivariable testing techniques to identify process improvement breakthroughs, resulting in 10% higher production rate and improved product quality.
- Developed and implemented a computerized inventory management system, and built an instrument database management system.
- Member of team to install and train operators on use of new Fisher-Rosemount RS3 DCS. Set up graphics and other special programs to aid in controlling the process. Wrote new SOP's to reflect changes in old procedures.

1989 to 1997

Union Carbide

Taft, LA

Senior Production Engineer (Amines units)

- Production Unit representative for Permitting and compliance for air, water and solid waste. As unit representative, I was responsible for documenting minor and significant modifications as these related to permits. Also responsible for recordkeeping and annual reporting of various items such as control of fugitive emissions, storage of volatile organic compounds (with determination of covered equipment)
- Received 2 special recognition awards for saving over \$4.5 million per year through efficient use of computer programs to automate operation of unit, and from other operating changes that reduced waste and increased recovery of products
- Designed and developed a computer program, used during heavy rain storms, to calculate the accurate volume of contaminated rain water overflow to the ground. As a result, EPA reporting of Unauthorized Discharged was reduced to 1/3. Customized this program for a second production unit, resulting in similar reduced waste reporting
- Project Manager and process engineering support for projects in two production units
- Saved \$2 million per year by improving the yield of a Batch Still from a historical average of 35% to 80%. This included rewriting SOP's and retraining operators on new procedures.
- Improved the operating cycle time of an evaporator from 28 days to 64 days, saving the company approximately \$3 million per year
- Dispatched to a toll processor's facility (Houston, TX) to troubleshoot process problems: Successful at improving the yield of process from 75% to 98%.

1988 to 1989

Syscon Inc.

New Orleans, LA

Computer programmer/analyst (COMNAVIAIRESFOR)

- Created, maintained and provided technical support for computer software to support the U S Navy's personnel management system COBOL system.

Education

Tulane University

New Orleans, LA

- **Master of Business Administration.**

Tulane University

New Orleans, LA

- **Post Baccalaureate Certificate in Computer Information Systems.**

Tulane University

New Orleans, LA

- **B.S. Chemical Engineering.**

References

Russell Bowie
Director of Veterans program, Delgado
504-483-4579

Al Hicks
ORS Specialist La Dept of Labor
504-680-9503

c. Describe the roles and responsibilities each of the following have played in the application design, development and implementation of the school for the following:

- Board Officers

Board Officers: The Board Officers have been instrumental in giving direction and leadership in the application design, development and implementation, from the actual writing of the application to setting board policy and procedures.

- Individual Board Members

Our board is a diverse group of individuals, with a variety of abilities and skills in the area of: leadership; business; education; school administration; law, finance; operations; educational administration, the arts; and technology. Individual board members have participated in the following ways: writing the application; shaping Board policy; analyzing the budget, giving direction with the educational philosophy, mission and vision of the school; asking critical questions; providing guidance in the curriculum development, etc.

- Committees

Not Applicable

- School Leader, if identified

Not Applicable

- Education Service Provider, if applicable

Not Applicable

27. Describe the intended policies and procedures that will be used by the nonprofit governing board to govern the proposed school

a. Provide a board-approved set of by-laws for the nonprofit corporation, which includes the following:

- officer positions designated and the manner in which officers are selected and removed from office;**
- the manner in which members of the governing body are recruited and selected;**
- the manner in which vacancies on the governing body are filled; - the term for which members of the governing body serve; and**

By-laws should indicate the committees that the corporation would create, e.g., audit, finance, compensation, and delineate the functions and powers of those committees, and the proof of compliance with Louisiana Open Meetings Act.

Document uploaded in response to this question has been placed at the end of the charter application

b. Provide the proposed school's policies and procedures for complying with the *Louisiana Code of Ethics*. The code of ethics and conflict of interest policy applies to board members, officers, and employees of the school. Provide details regarding how the school will handle *Code of Ethics* violations.

CONFLICT OF INTEREST POLICY

Section 1.1. Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws

governing conflicts of interest applicable to nonprofit and charitable corporations, and allows for board compliance with the Louisiana Code of Ethics.

Section 1.2. Definitions

(a) **Interested Person.** Any Director, principal officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment or family --

(1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

(2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 1.3 Procedures.

(a) **Duty to Disclose** In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors and members of committees with Board-delegated powers considering the proposed transaction or arrangement.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors or committee meeting while the financial interest is discussed and voted upon. The remaining Board of Directors or committee members shall decide if a conflict of interest exists

(c) **Procedures for Addressing the Conflict of Interest.**

(1) An interested person may make a presentation at the Board of Directors or committee meeting, but after such presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest

(2) The President of the Board or chairman of the committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement

(3) After exercising due diligence, the Board of Directors or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors or committee shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) **Violations of the Conflicts of Interest Policy.**

(1) If the Board of Directors or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Director or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 1.4 Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

(a) **Names of Persons with Financial Interest.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' or committee's decision as to whether a conflict of interest in fact existed.

(b) **Names of Persons Present** The names of persons who were present for discussions and votes relating to the

transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith

Section 1 5. Annual Statements. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

- (a) Receipt. Has received a copy of the conflicts of interest policy.
- (b) Read and Understands. Has read and understands the policy
- (c) Agrees to Comply Has agreed to comply with the policy
- (d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 1 6. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

Section 1 7. Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. Provide the proposed school's policies and procedures for complying with the Louisiana Public Records Law, LA-R.S. 44:1 et seq., remembering that the nonprofit corporation must also comply when acting in their capacity as the governing board of the charter school.

LOUISIANA PUBLIC RECORD LAW

CATS will comply with the Louisiana Public Records Law. LA-R.S.44:1 et seq which states "we must make available for inspection and reproduction any public record, not specifically exempted from the Acts broad scope."

Reasonable fees will be assessed for the copying of such documents Any person may make a request for information that is publicly available in person and shall be granted the right to view or secure a copy of the requested document If a person requests copies of public records, the following are established as reasonable fees.

1. Hand copies from an existing report -- no charge
2. Duplicated student records (excluding transcripts) - \$0 10 per page
- 3 Photocopies from an existing listing - \$0.25 per page
4. Computer generated report from an existing job - \$1.00
- 5 Custom made computer generated report - \$75.00 per hour or portion thereof plus \$1.00 per page
6. Videos - \$10 00 per hour or portion thereof plus \$7.00 cost of tape

d. In the event of the dissolution of the charter school, attach the procedures that the school would follow for the transfer of students and student records and for the disposition of school assets.

Upon the dissolution of the charter school, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Directors shall determine Any such assets not so disposed of shall be disposed of by the district court of the Parish in that the principal office of the corporation is then located, exclusively for such purposes or to such organization, as said Court shall determine, that are organized and operated exclusively for such purposes.

e. Provide an annual schedule of Board meetings; include proposed dates, times and location of meetings. Also, include details regarding how notice for board meetings will comply with the Louisiana Open Meetings Act.

ANNUAL SCHEDULE OF BOARD MEETINGS FOR 2008

During the first year of operation, the Board of Directors meetings will be held on the third Saturday of each month at 10:00 a.m. Our meetings will continue to be held at the Monroe Library on the Loyola University Campus. At the time that we can move into the school, the meetings will be at the school location, 2300 General Taylor St., New Orleans, LA 70115. Board meetings will comply with the Louisiana Open Meetings Act, as stated in our board adopted Louisiana Open Meetings Policy

January 19, 2008	May 17, 2008	September 13, 2008
February 16, 2008	June 21, 2008	October 18, 2008
March 15, 2008	July 19, 2008	November 15, 2008
April 19, 2008	August 16, 2008	December 20, 2008

OPEN MEETINGS LAW POLICY

CATS will comply with the Louisiana Open Meetings Law. LA-R.S. 17:3996(B) (9).

Every CATS Board of Directors meeting and committee meetings will be open to the general public with the exception of executive sessions. CATS Open Meetings Law policy will be as follows:

Public Notice

1. A calendar of all board meeting dates will be posted at the school at all times.
2. The school will provide notice of the time and place of any board meeting that is scheduled at least one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting
3. The school will provide notice of the time and place of any board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. To the extent possible, CATS will publicly post notices of Board meetings immediately after each meeting date is determined.

Minutes of Meetings

1. The Secretary of the Board will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted
2. Minutes from open meetings will be made available to the public within two weeks of the meeting date. Minutes from executive sessions will be made available to the public within one week of the meeting date. Minutes will be available for pick up at CATS and on the yet to be developed, school website.

Executive Sessions

All executive sessions will be conducted as part of an open meeting and are not considered separate meetings per se. An executive session may be called via motion and majority vote by the board of trustees to enter an executive session. The motion must specifically identify the general area or areas of the subjects to be considered. Executive sessions for CATS will be called for the following subjects only and shall never be called to appropriate public funds:

1. Matters which will imperil the public safety if disclosed;
2. Any matter which may disclose the identity of a law enforcement agent or informer,
3. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed,

4. Discussions regarding proposed, pending or current litigation,
5. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
6. The preparation, grading or administration of examinations, and
7. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

e. Provide a detailed scheduled of Board meetings that will be held from present until the beginning of the second school year; indicate date, time, location and method of public notice in accordance with the Louisiana Open Meetings Act.

From the present until the beginning of the second school year, the Board of Directors meetings will be held on the third Saturday of each month at 10:00 a.m. Our meetings will continue to be held at the Monroe Library on the Loyola University Campus. At the time that we can move into the school, the meetings will be at the school location, 2300 General Taylor St , New Orleans, LA 70115. Board meetings will comply with the Louisiana Open Meetings Act, as stated in our board adopted Louisiana Open Meetings Policy in Question 27e.

October 20, 2007	November 17, 2007	December 15, 2007
January 19, 2008	May 17, 2008	September 13, 2008
February 16, 2008	June 21, 2008	October 18, 2008
March 15, 2008	July 19, 2008	November 15, 2008
April 19, 2008	August 16, 2008	December 20, 2008
January 17, 2009	May 16, 2009	
February 21, 2009	June 20, 2009	
March 21, 2009	July 18, 2009	
April 18, 2009	August 17, 2009	

28. Describe nonprofit governing board training and development plans for the nonprofit Board of Directors and membership. The plan for training and development should be on-going including a timetable, specific topics to be addressed and requirements for participation:

The Board of Directors shall participate in ongoing training and development that will be identified by the President of the Board or by a Board Committee identified by the President.

To date, the board attended training sessions in the Fall of 2006 conducted by New Schools for New Orleans, an organization that provides Board Training in New Orleans. Training has been received in the following topics

- Finding, Recruiting & Retaining Excellent Board Members
- How to Dramatically Improve Your Board Meeting Effectiveness
- Charter Fundraising 101
- Role of Governance Committee

Board members will also receive training in the following areas:

- January, 2008: New Member Orientation and Training
- February, 2008: The Principles of Good Charter School Governance
- March, 2008: Practices for Sound Fiscal Management of Charter Schools
- April, 2008: Creating Policy and a Board Policy Manual

Board members will be required to attend a minimum of three such workshops a year.

After the charter is awarded, board members shall meet monthly to begin the process of starting up the school. Matters to be addressed will include: hiring the principal; finalizing a facility, approving a finalized budget; voting on financial policies and procedures manual; approving manuals for operations, human resources and school safety; and working with BESE to assure preparations are complete for the opening of school.

29. Provide plan for recruitment and succession of nonprofit governing board members. Provide details regarding the types of expertise that is intended for the board, details regarding how individuals will be identified and selected, and who is responsible for recruitment.

The expertise intended for the board will be based on the skills and qualities needed. We currently have board members in the areas of: education, school administration, business, finance, law, operations, arts, and technology.

Potential board members can be recommended to the Board of Directors by any board member or any member of the corporation. The Committee on Directors will follow up the recruitment of potential board members as indicated in Sections 2 and 4 of the By-Laws. Once potential board members are identified as being a good fit for the board, the membership of the corporation will elect new board members at the Annual Meeting or at such time when a vacancy needs to be filled.

30. Describe the relationship the nonprofit governing board will have with the key administrative leaders and/or any significant partner organizations:

The Board shall authorize the hiring of the Principal and the Business/Operations Manager of the school, and shall oversee all of the contracts pertaining to employment of the Principal, administrative leaders, and teachers. The Board, the Principal, and key administrative leaders will work closely to assure the success of CATS. The Principal shall be present at all board meetings, and key administrative leaders will make monthly presentations at the scheduled board meetings with regards to all of the facets of the school.

The Board will actively pursue community participation with the school and will oversee any commitments or arrangements made with any partnering organization

The Board will actively pursue community participation with the school and will oversee any commitments or arrangements made with any partnering organization

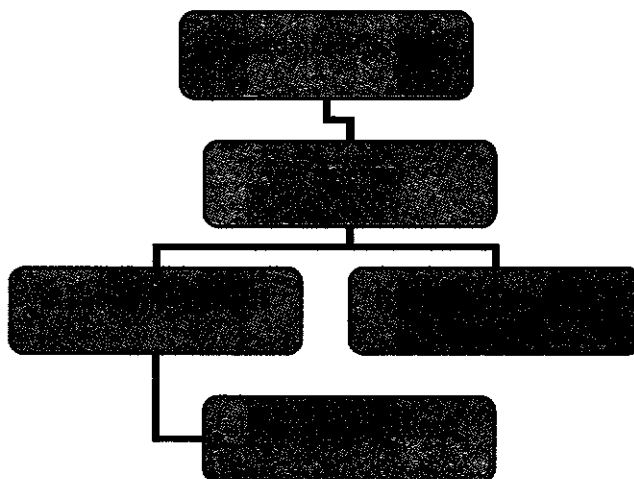
31. Provide an organizational chart for the school and a narrative description of the chart. The information supplied should indicate clearly the reporting structure of employees to the nonprofit board and staff to the school director(s). If the charter school would contract with a company for management services, also indicate the company's role in the organizational structure of the school. Include delineation of any Professional Partnership Organization.

Please see upload document below

31. Provide an organizational chart for the school and a narrative description of the chart.

The Mission

To produce world class learners by providing the highest quality of teaching and learning, so all students can achieve academic success.



The organizational chart above is preceded only by the school's mission, which is the ultimate goal of the board, principal, administration, and staff. At the head of the chart is the Board of Directors. The Board is responsible for providing oversight of school management and performance and conducting its fiduciary duties in a responsible and accountable manner, in order to make this school a success. The Principal is the instructional and administrative leader of the school. All administrators, teaching staff and other employees report to the principal. The principal is supported by the administrative team, namely, the Assistant Principal, Business/Operations Manager, et. al. The Assistant Principal is directly under and reports to the Principal. The most important and immediate responsibilities of the Assistant Principal are school discipline and mentoring/monitoring the instructional staff. The Instructional Staff is directly under the Assistant Principal but answers directly to the Principal. The Instructional Staff will carry out the mission of the school through their daily interaction with students and the effective delivery of classroom instruction. The Business/Operations Manager is directly under the Principal, and reports to the Principal and to the Board of Directors. The Business/Operations Manager will be in charge of all day to day financial and operational duties.

32. Discuss any fee-based commitments for partnerships or other relationships with community organizations or individuals that would enrich the learning opportunities of students in the school. Programs and partnerships that are described elsewhere in the Application should be documented by providing evidence and intent of services to be provided to the school. Evidence of support may include letters of intent, memoranda of understanding, and/or contracts. Response should clearly indicate the purpose, scope of services, and how the partnership supports the overall mission, school philosophy and education program:

32a. If applicable, upload letters of intent, memoranda of understanding, and/or contracts:

Please see upload document below



Pamela Reynolds Ryan
Chairman

William H. Hines
Vice-Chairman

Thomas B. Lemann
Secretary

Robert A. Vosbein
Treasurer

Ashley S. Bright
Jata M. Brown
Stephanie May Bruno
Marianne M. Cohn
Randall Darenburg
Jay A. Glazer
Charles J. Hatfield
Campbell C. Hutchinson
Beth Lambert
Tina A. Meilleur
Wendy Newlin
Thomas F. Reese
Paul G. Richard
Kirk Storton
Leslie S. Stokes
Dr. Sarah Moody Thomas
Catherine Tremaine
Melanee Gaudin Usdin
Virginia W. Voelker
Joseph K. West
Denise Williams

Emeritus Members
The Honorable Lindy Boggs

President and CEO
Shirley Trusty Corey

December 4, 2006

Grisela A. Jackson, President
Advocacy for the Arts and Technology
In New Orleans, Louisiana, Inc.

Re: Crocker Arts and Technology School

Dear Ms. Jackson:

It has been a pleasure to speak with you in our several conversations concerning the work of your organization and board to establish a public charter school, Crocker Arts and Technology School, at 2300 General Taylor St. through BESE board application.

The Arts Council of New Orleans is supportive of the educational curriculum infused with the arts and technology as a means to educate the whole child that you seek to implement. We look forward to working with the school upon its establishment in supporting you in all ways possible through the identification of resources and recommendations.

We extend our best wishes in your application and the comprehensive means of teaching and learning that you seek to provide for the children of our City.

Sincerely,

Shirley Trusty Corey
President and CEO
Arts Council of New Orleans



William H. Hines
Chairman

Marianne M. Cohn
Vice-Chairman

Thomas B. Lemann
Secretary

Robert A. Vosbein
Treasurer

Pamela Reynolds Ryan
Ex-Officio Past Chairman

Carol G. Asher
Virginia Boulet
Phyllis E. Glazer

Dana Hansel
Peter Harding
Beth Lambert

Beverly Matheney
Thomas F. Reese
Paul G. Richard
Kirk Sturton

Melanie Gaudin Usdin
Holly Way
Denise Williams

Emeritus Members
The Honorable Lindy Boggs
Mrs. P. R. "Sunny" Norman"

Interim President & CEO
Mary Len Costa

August 22, 2007

Grisela A. Jackson, President
Advocacy for the Arts and Technology
in New Orleans, Louisiana, Inc
1022 Aline Street
New Orleans, LA 70115

Re Crocker Arts and Technology School
2300 General Taylor St
New Orleans, LA

Dear Ms. Jackson:

In your effort to establish a public charter school, the Arts Council of New Orleans is supportive of the educational curriculum infused with the arts and technology as a means to educate the whole child. Once it is developed, we look forward to working with the school and supporting you in all ways possible through the identification of resources and recommendations.

We extend our best wishes in your application to BESE and the comprehensive means of teaching and learning that you seek to provide for the children of New Orleans.

Sincerely,


Mary Len Costa
Interim President and CEO

Suite 300 • 818 Howard Avenue • New Orleans, LA • 70113
Phone 504.523.1485 • Fax 504.529.2430 • www.artscouncilofneworleans.org

The Arts Council of New Orleans is designated by the City of New Orleans as its Official Arts Agency

September 17, 2007



Ms. Grisela Jackson
Advocacy for the Arts and Technology in New Orleans, LA, Inc
1022 Aline Street
New Orleans, LA 70115

Dear Ms. Jackson:

The primary mission of the Louisiana Technology Council (LTC) is to assist with the technological development of individuals and member organizations by providing programs, events, organizational support and other value-added services that contribute to their competitiveness and growth, which contributes to the overall economic development of the metropolitan New Orleans area. We want to offer you our full support in your initiative in creating the Crocker Arts and Technology School, an elementary charter school with an emphasis on the arts and technology. It is a great idea.

Creating such a school is one of a number of important steps that we need to take in the long-term growth of the technology industry for our area. The LTC is very much committed to the technology industry and creating jobs for the area. This innovative concept will promote academic excellence and prepare students to become lifelong learners, so that they can work, reside and contribute to the region. There are many good reasons to create such a school, especially from a business perspective:

- It gives local employers the chance to hire our best talent without having to look outside the area for their technology needs
- It will help retain our bright students from looking outside the area for employment
- The technology community will be actively engaged with the school, including the LTC
- It shows potential incoming businesses that we have a good pool of technology resources that they can utilize if they relocate to our area or expand their business here.
- It is a specific proactive step towards improving our educational system.
- It can serve as a model for similar initiatives for the future

We are most interested in partnering with your Board of Directors in this endeavor. We have the ability to engage the technology community in support of this effort, and in my general conversations with technology companies in the community, they are very supportive of this effort, want to be involved and hope that it comes to fruition.

We have had several positive technology developments in our area recently and we need to continue to build on our success. The motto for the LTC is **Louisiana: Tech Capital of the South**. We are well on our way toward demonstrating that we have significant technology initiatives in our area, and the creation of an Arts and Technology School would be another manifestation of our commitment to this industry. You have our complete and full support and feel free to call on us at any time if we can assist you with this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark S. Lewis".

Mark S. Lewis
President

A handwritten signature in black ink, appearing to read "Adele Tiblier".

Adele Tiblier
Director of Operations

A handwritten signature in black ink, appearing to read "Jessica Rohloff".

Jessica Rohloff
Membership Director

A handwritten signature in black ink, appearing to read "Michelle Hansen".

Michelle Hansen
Administrative Assistant

QuickTime™ and a
TIFF (Uncompressed) decompressor
are needed to see this picture

December 3, 2006

To. Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc.
1022 Aline Street
New Orleans, La. 70115

From. Roger Wilson, President, Broadway South, LLC

Dear Sir or Madam

I am pleased to offer my full support for the efforts being made by Mrs. Grisela A Jackson and others on behalf of Crocker Elementary School's application to the state to operate as a public charter school. Their intent to integrate the Louisiana Comprehensive Curriculum with Arts and Technology will provide a unique educational opportunity for the children of New Orleans.

Broadway South LLC is a company devoted to the development of the performing arts on a statewide basis and in particular in the city of New Orleans (see attached Gambit Weekly article). It will offer the children of Crocker a chance to interact with the arts community in unprecedented ways, while also providing a mentoring and real-world experience to each student. Broadway South will also commit itself to offering whatever other means of support are required to make Crocker a true success for its community. I also intend to attract other city business leaders to the Crocker School charter school initiative, and unite as many forces as possible behind this much-needed institution.

Please do not hesitate to call should you have any questions or ideas of how I can be of more assistance in the endeavor.

Sincerely,
Roger Wilson
President, Broadway South, LLC



September 13, 2007

To: Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc.
1022 Aline Street
New Orleans, LA 70115

From: Roger Wilson, President, Broadway South, LLC

Dear Sir or Madam.

Thank you for giving me the opportunity to continue to offer my full support in your efforts to establish Crocker Arts and Technology School. You know that Broadway South, LLC, is a company devoted to developing the performing arts on a statewide basis and in particular in the city of New Orleans. It will offer the children of Crocker a chance to interact with the arts community in unprecedented ways.

Please know that you have my full support, and that Broadway South will commit itself to offering any means of support required to make this school a reality and a success in this community. Do not hesitate to call me should you have any questions or ideas as to how I can be of further assistance.

Sincerely,
Roger Wilson
President, Broadway South, LLC



December 8, 2006

Ms. Grisela A. Jackson
Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc.
1022 Aline Street
New Orleans, Louisiana 70115

Dear Ms. Jackson:

I am writing to express my strong support of the development of the Crocker Arts and Technology School; a new public charter school to be opened at 2300 General Taylor Street in the fall of 2007. Community involvement and the continuation of neighborhood improvement are of paramount importance to Ochsner Baptist Medical Center, and we are thrilled to support the enrichment of the public school system in our great city.

I am excited to offer Ochsner's support to the Crocker Arts and Technology School by providing educational presentations by health care professionals, site visits to the hospital for the purpose of instructive field trips and occasional use of facility space for school functions. Ochsner is also considering the sponsorship of an annual health fair for students, staff and parents, in addition to contributing to the writing and publication of a school newsletter.

I look forward to hearing that you have been successful in obtaining your charter and supporting your continued success.

Regards,


Curtis L. Dosch
Chief Executive Officer
Ochsner Baptist Medical Center

CLD:jbs



August 24, 2007

Ms. Grisela A. Jackson
Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc.
1022 Aline Street
New Orleans, Louisiana 70115

Dear Ms. Jackson,

I am writing to express my continued support of the development of the Crocker Arts and Technology School, a new public charter school to be opened at 2300 General Taylor Street in the fall of 2007. Community involvement and the continuation of neighborhood improvement are of paramount importance to Ochsner Baptist Medical Center, and we are thrilled to support the enrichment of the public school system in our great city.

I am excited to offer Ochsner's support to the Crocker Arts and Technology School by providing educational presentations by health care professionals, site visits to the hospital for the purpose of instructive field trips and occasional use of facility space for school functions. Ochsner is also considering the sponsorship of an annual health fair for students, staff and parents, in addition to contributing to the writing and publication of a school newsletter.

I was disappointed to hear that the charter was not awarded last year but I look forward to hearing that you have been successful in obtaining your charter this year. Please let me know how we can further support your continued success.

Regards,

A handwritten signature in black ink, appearing to read "C. L. Dosch".

Curtis L. Dosch
Chief Executive Officer
Ochsner Baptist Medical Center

CLD:jbs



New Orleans Jazz & Heritage
Foundation Archive

Don Jamison Heritage School
of Music

New Orleans Jazz & Heritage
Festival

Tom Dent Congo Square
Lecture Series

WWOZ 90.7-FM

Jazz Journey Concert Series

S.E.E.D

Raisin' the Roof

Community Grants

D Joan Rhodes
President

Ronald J. Sholes
1st Vice President

Stephen L. Tujague
2nd Vice President

Clifford V. Johnson
Secretary

Carol Solomon
Treasurer

Don Marshall
Executive Director

Marsha A. Boudy
Chief Administrative Officer

Jonh Hankins
Development Director

Scott Ages
Programs, Marketing and
Communications Director

December 6, 2006

Grisela A. Jackson
President
Advocacy For The Arts And Technology In New Orleans, Louisiana, Inc.
A Non-Profit Corporation
1022 Aline Street
New Orleans, LA 70115

Dear Ms. Jackson:

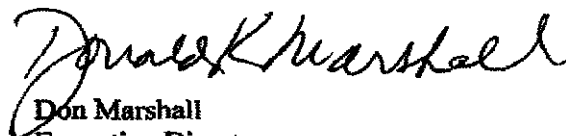
It was a pleasure to learn about the Crocker School re-opening as a charter school focusing on arts and technology and is it a pleasure to write this letter of support.

The NOJHFF is a 501(c)(3) nonprofit arts organization. Our mission is: The New Orleans Jazz & Heritage Festival and Foundation Inc. promotes, preserves, perpetuates and encourages the music, culture and heritage of communities in Louisiana through festivals, programs and other cultural, educational, civic and economic activities.

Being that New Orleans' culture is closely tied to the arts in all mediums, we are excited that there will be another school in our city with the arts as a focus and additionally on technology, which is an important component towards the economic viability of this city now and in the future. Schools of this nature are fully compliant with the mission of the New Orleans Jazz & Heritage Festival and Foundation.

I look forward to hearing to hearing about the opening in the Fall of 2007 and future activities.

Sincerely,


Don Marshall
Executive Director



September 7, 2007

Grisela A. Jackson

President

Advocacy For The Arts And Technology In New Orleans, Louisiana, Inc.

A Non-Profit Corporation

1022 Aline Street

New Orleans, LA 70115

1205 North Rampart Street
New Orleans, LA 70116

tel 504 558 6100

fax 504 558 6122

www.jazzandheritage.org

Dear Ms. Jackson:

The New Orleans Jazz & Heritage Festival and Foundation (NOJHFF) fully supports educational efforts that integrate the arts and culture of New Orleans into the classroom for youth in New Orleans. Crocker School as a charter school focusing on arts and technology would add a valuable resource for not only students and their families, but a valuable asset

The NOJHFF is a 501(c)(3) nonprofit arts organization. Our mission is: The New Orleans Jazz & Heritage Festival and Foundation Inc. promotes, preserves, perpetuates and encourages the music, culture and heritage of communities in Louisiana through festivals, programs and other cultural, educational, civic and economic activities.

Being that New Orleans' culture is closely tied to the arts in all mediums and schools in our city with the arts as a focus and additionally on technology help move the city towards the economic viability that is so badly needed. We wish to express our continued support for the opening of Crocker as a charter with an emphasis on arts and technology

Sincerely,

Don Marshall

Executive Director

HISTORIC SECOND BAPTIST CHURCH
Rev. Robert Bryant Jackson, Pastor

2505 Marengo Street, New Orleans, LA 70115
Pastor's Cell: 504-269-7978

December 1, 2006

Advocacy for the Arts and Technology
in New Orleans, Louisiana, Inc.
1022 Aline Street
New Orleans, LA 70115

To the Forthcoming CATS Administration:

As pastor of the Historic Second Baptist Church, located just two blocks from Crocker Elementary, I am happy to lend the church's support in the reopening of the school.

Prior to Katrina, Historic Second Baptist supported the children of Crocker by offering them the free tutoring services that our church provided for the entire community. Prior to every school year, we had a school supply give-away. We also held sleepovers and mentoring workshops for the boys and girls of this city. We were fortunate to be able to lend a helping hand to the children of our community, and we applaud the efforts being made to help revitalize and rebuild this neighborhood through the opening of the school.

This immediate community has a mix of home owners and renters. We are bordered by major avenues: St. Charles, Napoleon, South Claiborne and Louisiana. The Broadmoor area, Central City and Uptown comprise this immediate vicinity. With all of the activity that is taking place in this area, there's no reason why Crocker Elementary should not be reopened, and we will be available, through our volunteer efforts, to continue to lend a helping hand

Yours in Christian Service,



Rev. Dr. Robert Bryant Jackson
Pastor

HISTORIC SECOND BAPTIST CHURCH
Rev. Robert Bryant Jackson, Pastor

2505 Marengo Street, New Orleans, LA 70115
Pastor's Cell: 504-269-7978

August 27, 2007

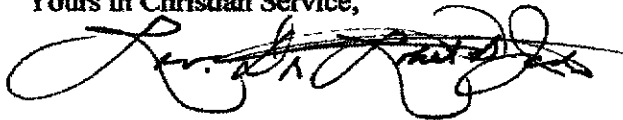
Advocacy for the Arts and Technology
in New Orleans, Louisiana, Inc.
1022 Aline Street
New Orleans, LA 70115

To the Forthcoming CATS Administration:

It is my pleasure to continue to support the work of this organization in bringing into fruition the Crocker Arts and Technology School. As the Milan Neighborhood area continues to grow in population, we are excited about returning to our church at 2505 Marengo Street, just two blocks from Crocker. Upon our return, the administration of CATS can count on our congregation to continue our commitment to the youth of this city, and in particular to the young children at CATS, through our tutoring programs and mentoring efforts.

We wish you God's blessings as you continue this great work.

Yours in Christian Service,

A handwritten signature in black ink, appearing to read 'Rev. Dr. Robert Bryant Jackson', with a large, stylized flourish at the end.

Rev. Dr. Robert Bryant Jackson
Pastor

VASSAR COLLEGE

DEPARTMENT OF EDUCATION

January 15, 2007

Mrs. Grisela A. Jackson
1022 Alme Street
New Orleans, LA 70115

Dear Ms. Jackson,

On behalf of the Department of Education at Vassar College, I am pleased to provide my enthusiastic support of your proposed charter school in New Orleans, Louisiana. It is clear from your proposal that the Crocker Arts and Technology School (CATS) model will create an intellectually vibrant and safe learning community for young children.

I am especially impressed with the charter's focus on coupling academic skills development with a profound respect for the socio-emotional health of children. Following the devastating effects of Hurricane Katrina, your model promises to play a significant healing role for families in New Orleans. Integration of the arts and technology into a core academic curriculum will most certainly engage the diversity of students that CATS serves.

At Vassar, we are extraordinarily proud of our alumnae/i who play important leadership roles in schools and other human service organizations. We are also committed to supporting our graduates in these endeavors and we enthusiastically endorse your charter school model. I hope you won't hesitate to contact me if we can be of any assistance as you move forward on this exciting project.

Sincerely,



Christopher Roelke
Dean of Studies Designate
Chair, Department of Education

VASSAR COLLEGE
DEPARTMENT OF EDUCATION

August 23, 2007

Grisela A. Jackson
1022 Aline Street
New Orleans, LA 70115

Dear Ms. Jackson,

On behalf of the Department of Education and the Dean of Studies Office at Vassar College, we are pleased to provide our enthusiastic support of your proposed charter school in New Orleans, Louisiana. It is clear from your proposal that the Crocker Arts and Technology School (CATS) model will create an intellectually vibrant and safe learning community for young children.

We are especially impressed with the charter's focus on coupling academic skills development with a profound respect for the socio-emotional health of children. Following the devastating effects of Hurricane Katrina, your model promises to play a significant healing role for families in New Orleans. Integration of the arts and technology into a core academic curriculum will most certainly engage the diversity of students that CATS serves.

At Vassar, we are extraordinarily proud of our alumnae/i who play important leadership roles in schools and other human service organizations. We are also committed to supporting our graduates in these endeavors and we enthusiastically endorse your charter school model.

We also understand that your planning group would be interested in working more closely with Vassar in terms of recruiting future teachers at CATS and also collaborating on professional development activities for your faculty and staff. Of course, we are happy to work more closely with you in this regard.

I hope you won't hesitate to contact me if we can be of any assistance as you move forward on this exciting project.

Sincerely,



Christopher Roellke
Dean of Studies
Associate Professor of Education



Christopher Bjork
Chair and Associate Professor of Education

EMPLOYMENT

33. Provide a staffing plan for the school. The staffing plan should indicate Instructional and Non-Instructional personnel. Identify the number of classroom teachers, teaching aides or assistants, as well as any specialty teachers. Also, include details regarding the support and operational staff.

Please refer to the chart below for a roster of instructional staff. CATS will have one teacher per classroom and one paraprofessional in each Pre-K and Kindergarten class, in addition to a Special Education paraprofessional.

Pre-Kindergarten Teachers -- 2
Kindergarten Teachers -- 2
First Grade Teachers -- 2
Second Grade Teachers -- 2
Third Grade Teachers -- 2 additional @ year 2
Fourth Grade Teachers -- 2 additional @ year 3
Fifth Grade Teachers -- 2 additional @ year 4
Special Education Teachers -- 2
Computer Teacher -- 1
Physical Education Teacher -- 1
Art Teacher -- 1
Music Teacher -- 1
Dance Teacher -- 1
Drama Teacher -- 1
Paraprofessionals -- 5

The Principal (1) will head the Instructional Staff, with assistance from the Assistant Principal (1). In addition to instructional staff, the school will hire the following non-instructional staff: (1) Business/Operations Manager; (1) Secretary; (1) Librarian; (1) Social Worker, and contract the services of (1) Nurse

In accordance with LA-R.S. 17:3991(C) (6) (b) by the second year of the school's operation, the percentage of certified teachers will be the same as in the school prior to its transfer to a charter school. Beginning no later than the third school year of operation, all teachers in every core subject will be certified.

34. Provide qualifications, credentials and resume of principal candidate. If principal has not been selected, identify the qualifications and experience level sought for principal.

The principal has not yet been selected The Board of Directors will seek the following qualifications and experience level for the CATS Principal

1. Master's Degree in Education
2. A minimum of five years related teaching experience
3. A minimum of two years administrative experience
4. Valid Louisiana Administrative Credentials
5. Believe in the vision and mission of CATS
6. Strong Organizational, Problem solving and Communication Skills
7. Set High Expectations for staff and students
8. Ability to work with students who are designated at-risk
9. Ability to create and implement a shared school vision
10. Ability to nurture and sustain a culture and instructional program

conducive to learning and staff development

- 11 Ability to create a school climate that motivates and inspires students
12. Have a data-driven approach to instruction
- 13 Ability to engage parents in the school's vision and mission
14. Promote integrity, fairness and ethical behavior
15. Provide a safe, joyous learning environment
16. Promote the belief in continuous improvement and in producing lifelong learners

34a. If applicable, upload resume of principal candidate:

35. Specify plans for leadership and staff recruitment, selection, development and evaluation for the proposed charter school. Explain how the nonprofit governing board and school administration would handle unsatisfactory leadership/staff performance, as well as leadership/staff changes and turnover:

The Board of Directors shall have as its first tasks the hiring of the school Principal and the hiring of the school Business/Operations Manager. The Principal and the Business/Operations Manager shall be selected based on the qualifications, experience and attributes indicated by the Board

Because so much of the success of the school depends on the Principal's ability to lead the staff and students, unsatisfactory school leadership will not be tolerated. Therefore, the Board will take every measure to hire the best person for the job.

The Board will develop an evaluation protocol to adequately assess the performance of the Principal. The evaluation will assess the progress of the Principal in the areas of. Effectively implementing the vision and mission of the school; Curriculum Development and Implementation, Interpersonal Relationships with the teaching staff, support staff, students, parents, and community; and the ability of the students to succeed academically and as respectful, responsible citizens.

The Board will also develop an evaluation protocol to adequately assess the performance of the Business/Operations Manager. Hiring the right steward for the financial operations of the school is critical to the success and survival of CATS.

Once the Principal is hired, the Principal will begin staff recruitment through a variety of ways, including: placing ads for the positions in the local and regional newspapers; recruiting teachers from the career placement offices of major colleges and universities in Louisiana and in other states, and via other venues as outlined in Question 36a.

The Principal will select her staff based on the qualifications, experience and attributes necessary to build a cohesive faculty and staff that is qualified, dedicated and driven to achieve the goals of CATS. Most important is the creation and development of a culture that unifies the teachers in their goal to achieve the school's mission. The Principal will develop an evaluation protocol to assess the progress of her administrative and teaching staff based on their abilities to raise student achievement. Professional staff development will be important in helping to develop a teacher's ability to effectively teach and to help our students to succeed. The Principal and Assistant Principal will work together to ensure that all teachers are given the opportunity to grow and develop as educators and to affect academic growth in our students

At any such time that the any staff situation warrants corrective action, the steps to be taken will include: (1) initial principal conference; (2) observation, feedback and documentation, and (3) follow-up principal conference with findings. Terminating the leadership and/or staff of the school will be a last resort, done only when all

measures to remedy the situation or performance have been exhausted.

The Board shall expeditiously address any and all problems as soon as they arise, and find the best solutions that will support our staff and students. All leadership and staff is a human resource, and as such every step will be made to insure that the leadership and staff are treated with the utmost respect and consideration. Every effort will be made to minimize the turnover of staff and to preserve and develop a dedicated faculty.

With regards to the evaluation of the charter by BESE, the Board, in compliance with the benchmarks indicated in the BESE document, "Framework for the Evaluation of Louisiana Charter Schools," will work with the Principal and school to produce a charter school that is characterized by high student achievement, financial stewardship, and responsible governance. The BESE Evaluation standards in the area of Student Performance, Financial Performance and Legal and Contract Performance will be met.

Student Performance Indicator:	Standard:
SPS Baseline	80.0 or above
SPS Growth	Meet growth target
AYP Subgroup	Meet for all subgroups
%Basic or Above	10% or greater increase
Attendance	State Average or above
Dropout Rate	State Average or below

Financial Performance Indicator:	Standard:
Prior and Current Year Budgets	Both budgets balanced using realistic and responsible assumptions
Financial Audit	Unqualified opinion; no major findings
Financial Obligation	All in good standing
Financial Reporting	Timely and sufficient filing of all Louisiana Dept. of Education financial reports

Legal and Contract Performance Indicator:	Standard:
Special Education and ELL Program	Pursuant to applicable law and contract provisions
Student Enrollment	Pursuant to applicable law and contract provisions
Student Discipline	Pursuant to applicable law and contract provisions
Health and Safety	Pursuant to applicable law and contract provisions
Governance	Pursuant to applicable law and contract provisions
Facilities	Pursuant to applicable law and contract provisions

36. Provide proposed school personnel policy regarding teachers. Include the school's plan to ensure that teachers are state certified as provided by law and in compliance with highly qualified personnel under NCLB. Also include:

a.the procedures for hiring and dismissing school personnel:

The Principal is primarily responsible for recruiting and hiring all personnel. Advertisements for job positions will be posted with the following organizations

1. New Orleans Times Picayune – and other appropriate local newspapers.
2. The Career Placement Office of major Louisiana Colleges and Universities
3. The Career Placement Office of major Colleges and Universities nationwide
4. Teach for America – National Teaching Corps.
5. NOLA Teach
6. Local job fairs

The principal of CATS will seek a highly dedicated and talented staff. In order to sustain the momentum and intensity of the school's framework, the school will concentrate recruiting efforts locally; however, recruitment on the national level will seek teachers with the greatest success rates and strongest commitments to education. In particular, Vassar College welcomes our recruitment efforts from their pool of education graduates. For the Arts component, an effort will be made to hire local artists and arts educators. For individuals interested in teaching positions at CATS, the hiring process will resemble the following.

Step 1: Receipt of Cover letter and resume

Step 2: Resume Screening

Step 3: Short Phone Interview

Step 4: In-person interview

Step 5: Classroom Observation

Step 6: Reference Checks

Step 7: Second interview (As needed): focus on culture fit

Step 8: Notification

The principal will make all hiring decisions; however, he/she may, at his/her discretion, choose to seek advice from members of the Board of Directors. The principal is committed to seeking out the best teachers for CATS. In future years, while not directly involved in the hiring process, existing teachers will assist in offering insight into applicants and their "fit" at the school.

Regular Full-Time and Temporary Employment

Employees may be hired as regular full-time employees, and as such will be placed on the school's payroll.

The principal will also hire part-time staff. Part-time staff is considered to be those who are employed for less than 40 hours per work week. Part-time employees are not eligible for benefits or leave accruals, unless specially arranged and provided for by the Principal as a condition of employment. Time off work without pay for part-time employees may be granted by the Principal or his or her designee

Adjustments To Employee Status

The Principal may at any time, but for specified reasons, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Directors. Adjustments to employee status may be based upon, but in no way are restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments

Phasing-Out and Eliminating Positions

In certain instances, it may be necessary to phase-out or eliminate certain positions previously established within the school. An orderly process will be established by the school to guide such phase-out or elimination of positions if necessary

Unauthorized Absence

An employee who is absent for a period of at least three days without notifying the Principal will be considered to have resigned without giving the required two-week notice. The determination of unauthorized absence will be made by the Principal.

If an employee absence is unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave unless an exception is made by the Principal. Such an employee will remain eligible for any salary due.

Resignation

An employee who wishes to resign is required to give to the Principal, in writing, a minimum of two weeks notice prior to the desired resignation date, unless an exception is made by the Principal.

If an employee fails to give a minimum of two weeks notice prior to the desired resignation date, that employee shall forfeit compensation for any unused accrued vacation leave he or she may have, unless an exception is made by the Principal. Such an employee remains eligible for any salary due

Termination

All employees serve at the pleasure of the Principal and the Board, and the authority to terminate an employee is vested with the Principal, or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in the employee handbook.

Terminated regular full-time employees eligible to accrue leave may be provided compensation for accrued leave time.

b. the school's policy for hiring and evaluation of teachers, key school administrators and other employees:

Qualifications of teachers will be consistent with all legal requirements. In the second school year of operation, there will be no fewer teachers certified by the state board than was the case in the school prior to its transfer to the Recovery School District. Beginning no later than the third school year of operation, a certified teacher will teach every core subject. We will be in compliance with the highly qualified personnel under NCLB

Minimum Requirements

- Baccalaureate Degree
- Full State Certification
- Demonstration of Content Mastery
- Content-focused licensing test (only option for NEW elementary teachers)
- Transcript Review
- National Board in content area
- HOUSSE

New Elementary Teacher (1-5)

- Valid elementary school education teaching certificate or a special education certificate that includes elementary grades (with NO emergency, temporary, or provisional waivers), and
- Louisiana content-specific elementary education licensing exam

Experienced Elementary Teacher

- Valid elementary school education teaching certificate or a special education certificate that includes elementary grades (with NO emergency, temporary, or provisional waivers), and
- At least one of the following:
 - State elementary education licensing examination
 - National Board Certification
 - 12 semester hours in each of four core disciplines
 - HOUSSE

The evaluation of administrators, teachers and other instructional staff will be conducted in accordance with the guidelines set forth in the Louisiana State Department of Education Bulletin 1525, Guidelines for Personnel Evaluation.

c. a complete job description and responsibilities for all staff members; and
Please see upload document below

36.c Complete job description and responsibilities for all staff members

PRINCIPAL

CATS is a public charter elementary school that will implement a rigorous educational program with the Arts and Technology as key components. CATS will promote academic excellence by providing a model school whose primary goal is to educate the whole child and equip all students with the knowledge, skills, and character required to compete in quality middle schools, high schools and colleges. Our aim is to produce world-class learners who will become successful, productive citizens. The school's culture will be built upon a solid foundation promoting the values of perseverance, high achievement, teamwork, respect, and citizenship. As such, our Principal must embody these principles and ideals.

Primary Role and Purpose

The job of principal is to serve as the chief instructional administrator for the operation of CATS, and provide educational leadership by formulating, interpreting and implementing the school's vision and administrative policies; supervising instruction and activities; developing and improving instructional programs, student services, plant management, staff development, and parent and community concerns.

Qualities Needed for the Position

The principal of the school leads and sets the tone, the vision and the expectations for the staff and students as developed by the Charter rules and regulations and works to fulfill the goals and objectives of the Louisiana Comprehensive Curriculum; must be a skilled administrator with good organizational skills and exemplary interpersonal and human relations skills; skilled in staff selection, supervision, evaluation, assignment, and knowledgeable of fiscal and facilities management. The Principal must correctly interpret test data to improve instruction and achievement and must be committed to personal and staff professional development.

Qualifications:

1. Master's Degree in Educational Leadership
2. A minimum of five years of related teaching experience
3. A minimum of two years of administrative experience
4. A valid Louisiana Administrative Credential

Supervises: All administrative staff, instructional staff, ancillary and support staff.

Job Tasks:

- Report directly to the Board of Directors and collectively, they develop and achieve the mission of the school
- Articulate clear goals and vision of the school and measure achievement against the goals
- Set clear expectations for academic achievement and discipline.
- The Principal is the instructional leader responsible for all academic outcomes.

- Review educational outcomes and adjust instruction and training in accordance with those outcomes
- Plan the development and implementation of all academic programs.
- Handle day to day operations of the school.
- Foster collaboration among staff members and the school community.
- Support and evaluate the teaching staff.
- Develop, review and oversee the school's budget.
- Deal with employee issues
- Establish an atmosphere of fairness and trust.
- Demonstrate creativity and innovative thinking.
- Is visible to students and parents.
- Interact with various community constituents.
- Dress in appropriate, professional attire
- Perform all other duties as specified by the Board of Directors.

Evaluation: In accordance with school policy

ASSISTANT PRINCIPAL

The job of the Assistant Principal is to assist the principal in the management of the school by exhibiting instructional leadership, maintaining and developing programs that are beneficial to students and staff, and helping to create an environment that is conducive to learning. The Assistant Principal must share the vision of the principal in implementing the Louisiana Comprehensive Curriculum, in compliance with the Charter rules and regulations.

Qualities Needed for the Position:

The Assistant Principal must possess skills in problem analysis, problem solving, organization, and decision-making. Knowledge of and commitment to highly effective educational programs for at-risk students is needed. The chief responsibilities of the Assistant Principal will be to handling school discipline and mentoring/monitoring the instructional staff. Interpersonal and human relations skills and excellent oral and written communication skills are needed to interact effectively with the principal, students, parents and staff.

Qualifications:

1. Master's Degree in Education
2. A minimum of five years of related teaching experience
3. A minimum of two years administrative experience
4. A valid Louisiana Administrative Credential

Reports to: Principal

Supervises: Students, teachers, and others as assigned

Job Tasks:

- Assist principal in promoting a safe and secure school.
- Provide instruction and guidance to staff on discipline issues and de-escalation of conflicts by teaching conflict resolution skills to administrators, teachers, and students.
- Conduct peer mediation training through workshops consisting of affirmation, co-operation and communication exercises.
- Acknowledge and recommend student behaviors that merit reward and reinforcement.
- Assist in enforcing teamwork and collegiality.
- Assist in coaching teachers to enhance their instructional effectiveness through proper methods of classroom management
- Address difficult dilemmas which may stem from external sources such as the student's home or the community by conducting a series of exclusive meetings with all the parties represented in the conflict: parents, teachers, students, and community members.
- Ensure that the established disciplinary policies are enacted as written.
- Apply laws, policies, regulations, and procedures fairly, consistently, wisely and compassionately.

- Dress in appropriate, professional attire
- Perform other duties as assigned at the request of the principal.

Evaluation: In accordance with school policy.

BUSINESS/OPERATIONS MANAGER

The Business/Operations Manager is responsible for all matters related to fiscal and administrative procedures including all aspects of accounting, financial reporting, state and federal reporting, risk management, managing food services, transportation, and facilities.

Qualifications:

1. Bachelor's Degree preferably with a major in Business Administration
2. Experience in academic business environment is desired.

Reports to: Principal and Board of Directors

Job Tasks:

- Responsible for financial document record keeping.
- Report to the Board of Directors and Principal
- Manage accounts payable, accounts receivable, fixed assets, and accounting data entry for the School.
- Responsible for preparation of monthly bank account reconciliations and journal entries as well as cash management and cash forecasting.
- Responsible for the annual budgeting process.
- Prepare financial reports for the Board of Directors and external auditors
- Responsible for State and Federal reporting.
- Analyze comparative monthly financial reports both to prior year and budget
- Manage donor transactions as relating to gift receipting, stock transactions, donor invoicing and donor reporting
- Oversee preparation for all federal, state and local tax forms as required including form 990, form 990-T, 1099's, state sales tax and ensure compliance with the federal substantiation and disclosure legislation for charitable gifts.
- Serve as the staff support and liaison for organizational audits as performed by annual external auditors and IRS examiners.
- Review and approve all corporate contracts for tax consequences and their impact on the budget, including corporate insurance contracts, employee contracts, vendor contracts, etc
- Review and manage all vendors including preparation of Requests for Proposal (RFPs) and regular oversight of relationship
- Monitor financial activities in accordance with corporate policies and bylaws.
- Manage the school nutrition program.
- Manage the student transportation program.
- Maintain system to address facility needs.
- Schedule and coordinate substitutes, temporary staff, and volunteers.
- Dress in appropriate, professional attire.
- Perform other duties as assigned by request of the Principal and Board of Directors.

Evaluation: In accordance with school policy

TEACHERS

Teachers must be knowledgeable of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects. Teachers must possess the ability to instruct and convey information effectively, use appropriate instructional strategies and procedures, be an active listener, communicate effectively, monitor and assess student performance, and manage time effectively.

Primary Role and Purpose:

Collaboratively work as a team to create a solid foundation for the CATS academic program. Provide students with appropriate educational activities and experiences that will enable them to fulfill the CATS mission.

Qualifications:

- 1 Bachelor's Degree is required.
- 2 Appropriate and current Louisiana Teaching Certificate required.

Report to: Principal

Supervise: Students, Paraprofessionals and Volunteer(s)

Job Tasks:

- Meet standards of performance for his/her individual teaching assignment as developed by the Louisiana Comprehensive Curriculum and the Charter rules and regulations.
- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students
- Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
- Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
- Assign and grade class work and homework.
- Adapt teaching methods and instructional materials to meet students' varying needs.
- Participate in professional staff development.
- Confer with colleagues to plan lessons promoting learning.
- Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- Enforce administration policies and rules governing students.
- Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
- Counsel students with adjustment and/or academic problems or special academic interests.
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.

- Maintain accurate and complete student records as required by laws, district policies, and administrative regulations
- Meet with other professionals to discuss individual students' needs and progress.
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- Continue professional growth through participation in developmental opportunities.
- Attend staff meetings and serves on staff committees as required.
- Dress in appropriate, professional attire
- Perform other duties and responsibilities as assigned by the Principal.

Evaluation: In accordance with school policy

SPECIAL EDUCATION TEACHERS

The job of the Special Education teacher is to develop and implement strategies to meet the needs of students with a variety of behavioral/ academic handicapping conditions

Required Knowledge/Skills

The special education teacher must possess knowledge of principles and methods for curriculum and training design, teaching and instruction for students with special needs, and the measurement of training effects. The teacher must also possess knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation, psychological research methods, and the assessment and treatment of behavioral and affective disorders.

Qualifications:

- 1 Bachelor's degree required
- 2 Appropriate and current Louisiana Teaching Certificate/Special Education Certification is required.

Report to: Principal

Supervise: Students, Paraprofessionals, and Volunteers

Job Tasks:

- Meet standards of performance for his/her individual teaching assignment as developed by the Louisiana Comprehensive Curriculum and the Charter rules and regulations
- Instruct students in academic subjects, using a variety of techniques such as phonetics, multi-sensory learning, and repetition
- Instruct students in daily living skills required for independent maintenance and self-sufficiency, such as hygiene, safety, and food preparation.
- Confer with parents, administrators, testing specialists, social workers, and professionals to develop individual educational plans designed to promote students' educational, physical, and social development.
- Modify the general education curriculum for special-needs students based upon a variety of instructional techniques and technologies.
- Participate in professional staff development.
- Confer with other staff members to plan and schedule lessons promoting learning. Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
- Coordinate placement of students with special needs into mainstream classes.
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory.
- Establish and enforce rules for behavior and policies and procedures to maintain order among the students for whom they are responsible.

- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage.
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- Meet with parents to provide guidance in using community resources, and to teach skills for dealing with students' impairments.
- Monitor teachers and teacher assistants to ensure that they adhere to inclusive special education program requirements.
- Continue professional growth through participation in developmental opportunities
- Attend staff meetings and serves on staff committees as required
- Dress in appropriate, professional attire.
- Perform other duties and responsibilities as assigned by the Principal.

Evaluation: In accordance with school policy.

PARAPROFESSIONALS

Qualifications

- 1 High School diploma

Report to Teacher

Job Tasks

- Provide instructional, vocational and developmental assistance to Pre-K, Kindergarten and special needs students as prescribed by the supervising teacher.
- Assist students as they arrive on buses taking them to and from learning areas
- Reinforcing rules of the school and learning environment, acknowledging and encouraging appropriate behavior and distinguishing inappropriate behavior for the students' understanding.
- Assisting in the preparation of lesson plans, behavior modification plans, and teacher's pre-planning sessions; providing input and assistance in the development of learning activities, preparing or assisting in the preparation of instructional and vocational materials
- Maintaining accurate and complete records of student activities and behavior which may require the use of a computer terminal to enter student information and data; completing applicable forms, schedules, and instructional reports, as directed
- Assisting teachers in the supervision of learning activities, circulating within the classroom and providing assistance and learning support to students
- Performing monitoring duties, e.g., hallway, lunchroom, restroom, and bus duty; ensuring appropriate student conduct during these periods; escorting students to designated activity areas, e.g., music room, computer room, art classes, assemblies.
- Providing assistance to teachers and instruction/information to students; may translate lesson plan and other information to students for better understanding and comprehension.
- Perform other duties and responsibilities as assigned by the Principal.

Evaluation: In accordance with school policy

LIBRARIAN

The librarian will provide expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues to teachers, administrators, students, and others, and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the librarian both masters sophisticated electronic resources and maintains a constant focus on the nature, quality, and ethical uses of information available in these and in more traditional tools

Qualifications:

1. Bachelor's Degree in Library Science is required.
2. Appropriate and current Louisiana Teaching Certificate is required
3. Minimum of 2 years library experience in a school setting is preferred.
4. Proficiency in the use of technology is preferred.

Reports to: Principal

Supervises: Students

Job Tasks:

- Meet standards of performance for his/her individual teaching assignment as developed by the Louisiana Comprehensive Curriculum and the Charter rules and regulations
- Establish library media center policy and procedures that include the use of electronic hardware and software within the library, consistent with district and technology policy.
- Supervise and maintain all ongoing and daily functions of the school library media center including the use of electronic resources, software and hardware.
- Maintain circulation and usage records which provide detail for support of ongoing library programs.
- Supervise library to create a proper learning environment which stimulates and reinforces the student's easy access to information.
- Make recommendations for library media center budget expenditures and maintain accurate, up-to-date, records of all budgetary transactions.
- Initiate and submit to the proper administrative levels all proposals for improvement of library/media services.
- Communicate on a formal, regular basis with students and staff regarding ongoing library activities, collection additions, plans, etc.
- Utilize the forum of a Library Committee to provide assistance and feedback in regard to service, programs and collection needs.
- Establish and maintain cooperative relations with staff and students.
- Submit a monthly report to the principal which details standard library statistics with notes, commentary, reports, and recommendations.

- Conduct an annual survey which reviews the library program and provides a forum for suggestions from staff and students.
- Develop and maintain the curriculum driven library web page
- Initiate cooperative planning with teachers, and invites suggestions and recommendations from teaching staff and students about the materials and services the program provides with the help of the Library Committee
- Work to ensure the integration of research skills throughout the school's instructional program.
- Instruct students on a formal and informal basis in skills related to reading, research, production of materials and the use of information and instructional technologies.
- Design and implement formal and informal in-service education for staff on matters relating to materials and the use of library facilities.
- Cultivate life-long learning by fostering positive attitudes toward libraries and by working to develop students' viewing, listening and critical thinking skills.
- Promote reading and literature appreciation through such activities as book talks, displays and special events.
- Translate curricular needs into library goals and objectives.
- Recommend and order appropriate materials to supplement curriculum areas.
- Use a systematic instructional development process in working with teachers to improve instructional activities
- Maintain a current file and bibliography of various types of selection resources which staff may use for reviewing and requesting supplemental curriculum materials
- Remain current in the media profession through conferences, workshops, professional reading, and classes.
- Work with community library personnel to coordinate efforts of common interest.
- Dress in appropriate, professional attire.
- Perform other duties and responsibilities as assigned by the Principal

Evaluation: In accordance with school policy.

SOCIAL WORKER

The school Social Worker employs appropriate social work methods in situations affecting the student's educational process. The school social worker adheres to the values and ethics of the social work profession and use the NASW Standards for School Social Work Services and Code of Ethics as guides in decision-making. When necessary and appropriate, the school social worker actively seeks the supervision of a school social work supervisor.

Required Knowledge/Skills:

The school social worker understands and practices in accordance with, federal, state, and local laws, statutes, and/or policies that relate to students and families; such as, child protection/child abuse, special education, attendance, education rights and privacy. The social worker has the ability to evaluate, interpret, and perform research with specific application to student, family, and community issues.

Qualifications:

1. Bachelor's degree is required.
2. Appropriate and current Louisiana License is preferred.

Reports to: Principal

Supervises: Students

Job Tasks:

- Meet standards of performance for his/her individual administrative assignment as developed by the Louisiana Comprehensive Curriculum and the Charter rules and regulations.
- Conduct assessment of student needs.
- Promote safe, caring, and drug free schools and empowerment of/advocacy for students
- Operate as an advocate with all community populations utilizing skills that respect issues of cultural and ethnic diversity and equity for every student and family
- Provide appropriate services for homeless students and participate in transition planning for students
- Facilitate group counseling in the areas of self-esteem, anger management, impulse control, social skills training, substance abuse prevention, and crisis intervention.
- Complete social developmental case studies and provide short/long-term case management services to individual students.
- Participate in the evaluation of special education placements, the development of behavioral modification plans, Functional Behavioral Assessments (FBA), and Supportive Intervention Plans (SIP).
- Coordinate services with other disciplines within the school, coordinate pregnancy prevention programs and drop out prevention programs

- Report suspected child abuse/neglect.
- Promote parental involvement in the schools, school conferences, responsibility for regular school attendance
- Conduct family needs assessments and provide appropriate services.
- Collaborate with support personnel within the school, participate in case conferences with other school specialists, and participate in the identification and resolution of school-wide/community needs.
- Participate in referrals and case management of students/families involved in the court system.
- Facilitate, participate in, and provide input for system wide, school based, and departmental program planning, evaluation, and development of policies. All program planning and evaluation activities are done in accordance with state and federal laws, regulations and school board policies.
- Maintain accurate and appropriate case records and documentation
- Dress in appropriate, professional attire.
- Perform other duties and responsibilities as assigned by the Principal.

Evaluation: In accordance with school policy.

NURSE

The school nurse identifies and treats health disorders among students, provides instruction in the maintenance of good health and disease prevention, and evaluates the physical conditions of students and refers them to appropriate resources as needed. Decisions made by the school nurse require discretionary judgment and analysis.

Required Knowledge/Skills:

The school nurse must possess considerable knowledge of medical disorders and treatment, child growth and development, public health problems and procedures for treatment in coordination with other health and social service agencies, Federal, State, and Local laws and regulations affecting the delivery of school health services, and the school organization and the community served. The nurse must also have the ability to identify abnormal growth and development and symptoms of disease, and coordinate and facilitate services between the school, and the local health agency.

Qualifications:

Completion of training necessary for licensing as a registered nurse and experience in pediatrics and/or public health nursing preferred. Must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

Reports to: Principal

Supervises: Students

Job Tasks:

- Develop policies, procedures and work standards for school health program.
- Monitor compliance of school health program with federal, state and local laws, regulations and policies.
- Initiate program changes as needed.
- Manage program allotment efficiently
- Prepare health reports for supervisor, board of education and health department.
- Collaborate with other child-support agencies in designing and providing a school health program.
- Negotiate professional and medical services essential to the school health program.
- Provide first aid care and medically prescribed services.
- Maintain security of school health supplies.
- Instruct students in health education according to the state curriculum (K-12).
- Serve as a resource person on health issues.
- Provide staff development on health-related topics for school staff and volunteers
- Screen and conducts health appraisals for students and staff.
- Provide follow-up evaluations on students as required
- Recommend corrective action where problems are identified
- Conduct home visits when appropriate. Correspond with parents on health needs of children.
- Record immunizations, health findings, and other relevant health data.
- Maintain health records on students.

- Dress in appropriate, professional attire.
- Perform other duties and responsibilities as assigned by the Principal

Evaluation: In accordance with Board policy

SECRETARY

Qualifications

1. High School Diploma

Reports to: Principal

Job Tasks

- Maintain such student records as shall be required.
- Receive and route all incoming calls
- Maintain a daily teacher attendance log and the concomitant records for substitute teachers
- Ring the bells that signal school opening, class-changing time, and school closing.
- Assist teachers in preparing instructional materials as requested.
- Process all changes and adjustments in student schedules after the second week of the school year.
- Maintain a log of visitors to the school.
- Operate computer, calculator, copier, and facsimile machine.
- Maintain regular filing system and process records and incoming correspondence as requested
- Dress in appropriate, professional attire.
- Perform other duties and responsibilities as assigned by the Principal.

Evaluation: In accordance with Board policy.

d. the procedure regarding the implementation of LA-R.S. 15:587.1 and BESE Policy for Charter Schools Relative To Criminal Offenses:

In the hiring process, CATS shall request in writing that the Louisiana Bureau of Criminal Identification and Information supply information to ascertain whether an applicant for employment who might reasonably be expected to be placed in a position of supervisory or disciplinary authority over school children, has been convicted of, or pled no contest to, any one or more of the crimes enumerated in R.S. 15:587.1. If it is ascertained that an applicant has pled no contest or was convicted of one of these crimes, the applicant will not be hired. CATS shall dismiss any permanent teacher or any other school employee having supervisory or disciplinary authority over school children, if such teacher or other employee is convicted of, or pled no contest to, any crime listed in R.S. 15:L587.1(c) except R.S. 14:74.

The Board shall establish regulations, requirements, and procedures consistent with the provisions of R.S. 15:587.1 under which the school systems shall determine whether an applicant or employee has been convicted of or plead no contest to crimes listed in R.S. 15:587.1(C), except R.S. 14:74.

- The Board will set the requirement and the procedure for the submission of a person's fingerprints prior to employment of such person.
- In addition, all persons to be employed by and/or designated to work within a public charter school must undergo an appropriate criminal history check. Any such person who has been convicted of or has pleaded no contest to a crime listed in R.S. 15:587.1(c) shall not be hired by the school.
- Any member of a charter school's management board shall also undergo an appropriate criminal background check. Any such member of the management board who has been convicted of or has pleaded no contest to a crime related to misappropriation of funds or theft shall not be engaged in direct processing of charter school funds.

CATS shall adhere to all policies in Bulletin 746 adopted pursuant to the revocation, suspension, denial and reinstatement of a teaching certificate/permit as applied to those positions requiring certification in accordance with the Charter Schools Law [R.S. 17:3991(6) (a)]

e. any employment benefits, including retirement, offered:

The benefits offered to CATS administrators, teachers, and staff will be in line with those offered to administrators, teachers, and staff in the Recovery School District. The teachers will be a part of the School Retirement System. They shall also be offered the option of enrolling in Medical Benefits, including vision and dental, and Life Insurance Benefits.

f. salary ranges for all employees; and

The level of compensation for teachers at CATS will be based on the pay scale comparable to the level of compensation offered by the Recovery School District. Compensation is based on the level of education and years of classroom experience.

STEP	BACHELOR'S DEGREE	MASTER'S DEGREE
0	\$39,500	\$39,900
1	\$39,980	\$40,420
2	\$40,460	\$40,940
3	\$40,940	\$41,460

4	\$41,420	\$41,980
5	\$41,900	\$42,500
6	\$42,380	\$43,020
7	\$42,860	\$43,540
8	\$43,340	\$44,060
9	\$43,820	\$44,580
10	\$44,300	\$45,100
11	\$44,780	\$45,620
12	\$45,260	\$46,140
13	\$45,740	\$46,660
14	\$46,220	\$47,180
15	\$46,700	\$47,700

The level of compensation for the Principal will begin at \$75,500 and the Assistant Principal will begin at \$69,500. The Business/Operations Manager will start at \$45,000. Professional staff will begin at \$41,500. The Nurse will be contracted for \$25,000. The secretary will start at \$20,000, and Paraprofessionals will start at \$16,500.

g. indicate plans for collective bargaining:

The collective bargaining issue is a sensitive issue because so many teachers were part of the local teachers' bargaining union prior to Katrina. However, because of the autonomy we would have in a charter situation, we will be opposed to collective bargaining.

In a regular public school situation, teacher unions negotiate wages, working conditions and terms of employment with school authorities. Yet, many educators view collective bargaining agreements as the single largest obstacle to innovation in schools because they restrict such things as hiring and hours. Since charter schools are intended to foster experimentation, we believe this obstacle should be removed.

h. Applicants may upload other personal policies, an employee handbook or related information :

OPERATIONAL MANAGEMENT

37. Describe the school's start-up plan and timeline; the timeline should provide responsible parties and activities that will be required to implement this school plan from approval to opening (January - September 2008):

BOARD

Hire Principal	Jan-Feb
Hire Business/Operations Manager	Mar-April
Finalize facility with BESE	March-April
Conduct Board member Training	Ongoing
Finalize and vote on budget	April
Open Checking/Savings Account	Completed
Approve all procedures, HR, operations, and school safety manuals	June
Ensure all board meeting and committee meeting minutes are	Ongoing

documented	
Work with BESE to assure readiness for first day of school	Ongoing
Conduct fundraising efforts	Ongoing
Open Checking/Savings Account	Completed
Apply for 501(c)(3) IRS Designation	Completed
Apply for EIN	Completed

ACADEMICS

Finalize Organizational Structure	March	Principal
Implement staff recruitment plan	January	Principal
Hire all Staff Members	March-June	Principal
Execute employment contracts	March-June	Principal
Design Professional Development Prior to school opening	April	Principal
Train staff on how to use data base to track student performance	August	Principal
Review all human resources procedures as designed in personnel handbooks	August	Principal

FACILITY

Inspect RSD Facility	Jan-Feb	Board/Principal
Make any improvements or repairs	March-June	Bus/Ops Mngr
Purchase any necessary furniture	April	Bus/Ops Mngr
Procure Telephone Service	June	Bus/Ops Mngr
Contract for copiers, fax machines and phone system	June	Bus/Ops Mngr
Ensure internet connectivity is installed and working	June-July	Bus/Ops Mngr
Ensure technology network is installed and working	June-July	Bus/Ops Mngr
Finalize facilities preparation	July	Bus/Ops Mngr

BUSINESS/OPERATIONS

Select Payroll Vendor and get training	April-May	Bus/Ops Mngr
Select Staff Benefits	April-May	Bus/Ops Mngr
Select School Insurance	April-May	Bus/Ops Mngr
Select Accounting System	April-May	Bus/Ops Mngr
Implement student enrollment Marketing plan	February	Bus/Ops Mngr
Administer the Shared Services contract with RSD	April-May	Bus/Ops Mngr
Complete HR, Operations and safety manuals	May-June	Bus/Ops Mngr

COMMUNITY RELATIONS

Develop Relationships with Community partners	Ongoing	Principal
Attend neighborhood and Community meetings	Ongoing	Principal
Conduct fundraising efforts	Ongoing	Board and Principal

38. Provide the cost structure for the services listed below and the company and/or organization providing service; indicate service provider's relative experience in service delivery and relevant qualifications.

a. Describe the school's plan for transportation:

Prior to Katrina, Crocker Elementary only bused its Special Education Students. The neighborhood population was such that most of the students walked to the school. Although rebuilding is actively taking place in the Crocker area, because of the charter city-wide admissions policy, we estimate that roughly one-third of our student population will live at least one mile away from the school and therefore will need transportation service. To accommodate these students, CATS plans to partner with the Recovery School District in their transportation contract with Laidlaw. The following is Laidlaw's current cost structure:

Daily Student Transportation Prices

	Shared Routes Via Staggered Bell Time	Individual Routes
Grades K-8	\$3.02	\$6.04

We anticipate contracting for the \$3.02 rate for approximately 40 students.

b. Discuss the school's plan for food service:

Currently, the Recovery School District is under contract with Sodexo School Services to provide the food service. Sodexo's cost structure is as follows:

Service	Description	Pricing	Pricing Unit
		Per lunch equivalent	
Breakfast	Available before the start of the school day	\$3.07	(2/1)
Lunch	Available for students	\$3.07	(1/1)
After School Snacks	Available for students during afternoon programs	Pricing \$3.07	(5/1)

c. Indicate the accessibility and types of health services that will be provided:

CATS will have the service of a school nurse on a contract basis. Medical services will be made available to our students. In addition, we are working with Ochsner Health Services to conduct a health fair for the students, their families and the community.

d. Discuss how the school will handle accounting, payroll, and associated back office support:

The Business/Operation Manager will attend to all financial matters in the operation of the school. We will also secure the services of a Certified Public Accountant, on a consulting basis, to conduct audit functions and other services as needed. We will contract with a payroll service, such as Paychex, for payroll and human resources services.

e. Provide an insurance quote/letter of intent that describes the level of insurance coverage that will be obtained. (See *Appendix L* for more information:

Please see upload document below



Arthur J. Gallagher Risk Management Services, Inc

235 Highlandia Drive, Suite 200
Baton Rouge, LA 70810
Office (225) 292-3515
Fax (225) 292-3893

Dear Ms. Jackson:

Enclosed you will find insurance **estimates**, please note that these are conservative estimates only and could be higher or lower depending on underwriting information such as applications, driver experience, prior claims history and financial data. The premiums enclosed are not binding. In order to provide a quote that could be bound with an insurance carrier an appropriate application and underwriting information must be submitted to insurance carriers for rating and underwriting consideration.

Please note these are figures are estimates only.

Workers Compensation:

Class code 7380 - Drivers 10.17 rate per 100 of payroll

Class code 8868 - School Professional - .77

Class code 9101 - School All other - 7.99

Rates could be higher depending on prior experience and review of loss data.

Property:

A rate for New Orleans could range between \$3.00 - \$5.00 per \$100 of the value Subject to a 5% - 10% wind deductible.

General Liability/ Educators Legal:

Estimated premium will be in the range of \$15,000 - \$20,000.

Business Auto:

This is the premium for one bus - 66 - 71 passenger in the Louisiana Auto Assigned Risk Plan / \$1,000,000 Limit with \$1,000,000 Uninsured Motorist and Hired and Non-owned Liability in Orleans Parish. Premium: \$21,658.

This premium is without auto physical damage coverage.



Arthur J. Gallagher Risk Management Services, Inc.

... ..

August 21, 2007

Attention: Grisselle A. Jackson
2300 General Taylor St.
New Orleans, LA

Re: Insurance Requirements for Croucher Arts and Technology School

Dear Ms. Jackson:

Thank you for asking Arthur J. Gallagher Risk Management Services Inc., to provide insurance for your proposed charter school. As we discussed, we will not be able to provide a formal proposal of insurance at this time. Subsequent to approval of your charter please contact us and we will put together an underwriting submission for the market place. We anticipate, but cannot confirm, that your school will be eligible for coverage with our new charter school program.

This letter will serve as notice of our intent to work with you to secure insurance that is in compliance with the insurance requirements for charter schools, which is attached. We write insurance for other charter schools in the New Orleans area, and look forward to working with you.

Please let me know if I can be of further assistance.

Sincerely,

Murry Sylvester, CPCU, ARM-P
Managing Director, Public Entity and Scholastic Division

230 Highland Drive
Suite 200
Baton Rouge, LA 70801
781.292.7777
Fax 781.292.7777
www.ajg.com

39. Provide a detailed plan for safety and security for students, school facility, and equipment. Include information regarding the type of personnel, technology and/or equipment and policies that will be utilized to ensure a safe environment for students and staff:

School safety will be the number one concern of CATS employees. CATS will implement the following procedures to ensure the safety of all students, faculty, and staff.

- Parents and visitors will only be able to enter the building via the front office
- Everyone visiting the school must sign in and out
- Only those listed in the student check out roster will be able to check students out
- Security personnel
- School gate
- Teachers classroom will be locked at end of day
- Outsource company who are bonded
- Only Students with school uniforms allowed on school property
- Conduct monthly fire drills
- Teacher will remain until the last child is picked up
- All student records will be placed in vault and only authorized personnel will have access to student records
- All moneys will be placed in school vault, counted and deposited daily.
- All faculty and staff will wear name badges

PERFORMANCE OF OPERATING ENTITIES AND/OR ENTITIES PROPOSING TO CONTRACT WITH AN EDUCATION SERVICE PROVIDER

Applicants proposing to enter into a contract with a management organization or education service provider that operates a charter school(s) (collectively referred to below as “ESP”), applicants affiliated with an organization that seek to use the school model advanced by the affiliated organization (referred to below as “affiliated organization”), and applicants currently operating a charter school(s) (referred to below as “existing operator”) should respond to questions 40 through 47. Questions relating specifically to a management contract or relationship will be so indicated and such questions do not require a response from an affiliated organization or existing operator. An applicant proposing to enter into a contract with an ESP must respond to all questions, including questions 41 through 47, even if the ESP is not currently operating a charter school(s); such should be indicated in the response to each question, as applicable. Please also note that the Louisiana Charter Operator Contract Compliance section of this application will focus on schools operated in Louisiana and responses to questions 40 through 47 may be referenced or duplicated by an existing operator, as applicable. Depending upon the responses provided, BESE may seek additional information from applicants at any time during the review process, including the possibility of site visits.

Note: For all types of school data requested below, provide data only for charter schools currently operated by any proposed ESP, an affiliated organization, or an existing operator that serve student populations *demographically similar* to the expected population of the parish that the applicant seeks to serve, and provide data for *all* such schools (referred to below as “similar schools”).

A response to Question 40 is required from nonprofit governing entity proposing to contract with an ESP only

40. If the proposed school is contracting with an ESP, provide information and background regarding how and why the management company was selected and how the contractual arrangement will be structured; include in your response the following:

a. Describe the services to be provided by the ESP. Provide evidence of the ESP's successful management of non-academic school functions (e.g., back office services, school operations, extracurricular programs):

b. Describe the relationship the nonprofit governing board will have with the ESP, how the governing board will monitor and evaluate the performance of the ESP, and how the governing board will ensure quality service:

Not Applicable.

c. Provide an organizational chart showing the relationship among all business entities being operated by or affiliated with the ESP:

d. Provide a draft management agreement for the proposed school detailing scope of services, roles and responsibilities, fees to be paid by the nonprofit governing board, annual review process and terms for contract renewal and termination, and other key terms:

e. Describe a detailed explanation of experience in working with the proposed target population:

Not Applicable.

41. Provide a list of all charter schools currently operated by any proposed ESP, affiliated organization, or an existing operator that serve student populations demographically similar to the expected population in the parish in which the organization seeks to operate a charter school. Provide demographic and socioeconomic data (particularly free/reduced-price lunch status, racial background, and special education) for these "similar schools."

42. Provide disaggregated, longitudinal, student-level achievement data (i.e., individual student growth data) for all similar schools in operation for two (2) or more years. For schools in operation for less than two (2) years, provide any assessment data available for grade levels similar to the proposed school. Provide evidence that these schools are meeting or making substantial progress toward state standards. In response to this question, the applicant may provide key educational features of the existing similar school(s) that the proposed new school would replicate and describe how these elements have improved student achievement:

43. For all similar schools, provide data on student attendance, student retention, mobility and attrition; and graduation and postsecondary acceptance (for high schools). Provide data and reasons for student withdrawals, transfers or dismissals/expulsion. Document and explain any significant trends in enrollment (such as increases or decreases in demand, waiting lists, increases or decreases in mobility:)

44. Describe the proposed ESP, affiliated organization, or existing operator's strategic vision and five-year growth plan for developing charter schools in Louisiana or a specific parish in Louisiana, as applicable. Explain how the proposed ESP, affiliated organization, or existing operator will support and ensure quality in all the schools it envisions operating in the long term. Provide the existing operator, proposed ESP, or affiliated organization's annual report for the last two years:

Not Applicable.

44a. Provide the existing operator, proposed ESP, or affiliated organization's annual report for the last two years:

45. Provide evidence of sound fiscal performance for the proposed ESP, affiliated organization, or existing operator. Such evidence should include the last three years of financial audits for the proposed ESP, affiliated organization, or existing operator:

46. Provide information on any management contract terminations as well as any charter revocations, non-renewals or withdrawals/non-openings that the proposed ESP, affiliated organization, or existing operator has experienced:

Not Applicable.

47. Identify the individuals and organizations that will provide technical assistance, professional development, and resources integral to launching and supporting an additional school. If applicable, specify the resources the existing operator, any proposed ESP or affiliated organization is prepared to commit to the school:

Not Applicable

48. Complete items 1 thru 4 listed below for the proposed school. Budget forms are included in the *Appendix* and are provided in excel format at www.louisianaschools.net. Detailed assumptions of the calculations used to estimate revenues and expenditures must be included for each line item. A budget without a full set of stated assumptions is not meaningful. Personnel, equipment, and construction costs that are identified in other sections of this application should be included in the budget forms.

Provide documentation for any resources in the school budget that are provided by an outside source; indicate the amount and source of the funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated. Include a letter of commitment detailing the amount and uses for the funding if possible. Due to the inherent delay in receiving initial grant payments, a line of credit may be necessary to resolve cash flow issues during the first months of the fiscal year

- 1) Budget Form 1: Start-up Budget with Assumptions**
- 2) Budget Form 2: First Year Budget with Assumptions**
- 3) Budget Form 3: First Year Monthly Cash Flow Projection with Assumptions for monthly changes**
- 4) Budget Form 4: Five Year Budget Plan with Assumptions for yearly changes**

Applicants must use the budget forms provided in FILES FOR DOWNLOAD to respond to Question 48. Please note that the downloaded file contains a spreadsheet for each budget document that must be submitted. An applicant's application will be deemed incomplete if all four (4) spreadsheets are not complete.

The charter applicant's budget documents have been attached as a separate file

49. Describe details regarding how the charter school will comply with the requirement for the performance of fiscal audits.

a. Describe the accounting system/practices that will be utilized including the number and title of financial positions employed:

- A financial accounting software package will be purchased and utilized to record financial accounting transactions, i.e , Quickbooks For Non-Profits, Peachtree, etc
- Accrual basis accounting will be implemented whereby revenues will be recorded when earned and expenditures will be recorded when incurred.
- There will be a business/operations manager employed with a strong accounting background to perform the daily accounting duties Those duties will include monthly reporting and balancing of cash accounts.
- Payroll processing will be performed by an outside company contracted by CATS, i.e. Paychex.
- The services of a CPA will be obtained on a consulting basis, to inform the Board of Directors regarding financial decisions and reporting.

b. Describe any services that will be obtained from an independent Certified Public Accountant:

Our annual financial statement and compliance audit will be performed by a contracted independent Certified Public Accountant.

c. Explain how the financial and accounting plan will be sufficient to:

- provide an accurate accounting of all finances including property;
- provide sufficient information/records for audit purposes;
- be in accordance with generally accepted standards, and
- be in a format such that financial data may be reported accurately in the Annual Financial Report required to be submitted to the Department annually.

Our accounting system will include a Fixed Assets Module to be maintained by the business/operations manager who will be involved in CATS procurement process

Our monthly financial statement reporting to the Board of Directors will promote accountability for financial operations. Those records will be reviewed by the Board's CPA to ascertain that they are in accordance with generally accepted accounting principles and standards, and for accuracy and timeliness. As a result, balanced financial statements will be available for audit at year-end

50. Describe how the budget plans are sound and how the entity is financially viable:

The budget plan was developed from utilizing information provided by the Recovery School District (ie Fees for shared services, current utility bills at opened schools) and various seminars given by the State of Louisiana Department of Education (ie MFP and Title I funding). Also, any insurance, copier lease payments etc., were developed by contacting local vendors who provide these goods and services. Collectively, we believe that our budget plan is sound

FACILITIES

51. Describe how the identified school site will accommodate the school at full capacity for a five-year period. If the identified site will not accommodate the school at full capacity for a five year period, describe plans to meet full capacity space needs.

Schools that will be available for Type 5 charter schools in New Orleans for the 2008 school year have not been identified and will not be identified prior to the submission of charter applications on September 19, 2007. A Type 5 applicant focused on a school site in New Orleans that it is interested in if the site is available, can respond to question number 51 with a focus on that school site. Type 5 applicants that are not focused on a particular school site are asked to respond to Question 51 by describing the school site needs of the proposed charter school:

The site identified is Crocker Elementary School, 2300 General Taylor, in Orleans Parish, city of New Orleans. The school is approximately 80,000 square feet. Prior to Katrina, at its maximum capacity, the school serviced 800 plus students. This school site will be able to accommodate our immediate and long-term facility needs.

We realize that this site may not be ready for occupancy for the 2008-2009 school year, and that an alternate site may have to be provided by BESE. However, our ultimate goal is to reopen Crocker Elementary for those working poor, low middle class and middle class families that populate the neighborhood and need an elementary school nearby.

In consultation with Gregory C. Rigamer & Associates, a firm specializing in demographics and urban planning, the Milan Neighborhood in which Crocker is located is steadily being repopulated. Pre-Katrina population for that area in 2005 consisted of 7,480 residents. In July, 2006, less than a year since Hurricane Katrina, 62% of the

population, or 4,637 residents, had returned. In November of 2006, 65% of the population, or 4,862 residents, had returned. The last official U.S. Census count released in July, 2006, estimated that 68%, or 5,086 residents, had returned to the neighborhood. The statistics support the efforts to reopen Crocker Elementary.

52. If the identified site is not an RSD facility or a local school board-owned facility, provide the following details regarding the proposed facility:

a. The facility's physical address:

b. The layout, including its square footage:

c. The number and size of the classrooms, common areas, recreational space, restrooms, any community facilities, and any other facilities:

d. Evidence that the proposed facility can be secured (i.e., letter of intent, memorandum of understanding and/or contract); and

e. Describe the potential renovation needs to ensure compliance with applicable building and/or occupancy codes and to make the facility ready for school operations. Include a budget that identifies the estimated cost of such renovations and revenues that will be used. Also, include a project timeline and person(s) responsible for overseeing the renovations:

LOUISIANA CHARTER OPERATOR CONTRACT COMPLIANCE

Applicants currently operating one or more schools in Louisiana that opened prior to the 2007-08 school year are required to respond to the following questions. Depending upon the responses provided, BESE may seek additional information from the applicants at any time during the review process, including possible site visits.

In reviewing the application of existing Louisiana charter operators, reviewers and/or evaluators will perform an analysis, including one or more site visits to the school(s), to determine if the school(s) exhibits a successful academic program, organizational and financial viability, and compliance with the terms of its existing charter(s). The review of existing Louisiana charter operators may include inquiries to the charter operator's authorizer in reference to compliance with the terms of its existing charter(s). The demonstration of appropriate student achievement and effective and successful charter school management will be a significant factor in the evaluation of an existing Louisiana charter operator's application for a new school. The following questions (number 53 through number 56) only require a response from charter applicants that currently operate a Louisiana charter school(s) that opened prior to the 2007-08 school year. If any of the responses to these questions are duplicative of responses to questions 41 through 47, such responses may be referenced in response to questions 53 through 56.

53. Academic Program. Provide evidence to demonstrate that the existing Louisiana charter school(s) is/are meeting or making substantial progress toward student performance standards set forth in the Framework for the Evaluation of Charter Schools, Appendix K

54. Financial Viability. Describe or provide evidence related to the following:

a. The existing Louisiana charter school's financial management systems and staffing arrangement for financial management:

Not Applicable.

b. The existing Louisiana charter school's success in achieving a balanced budget since its existence:

Not Applicable.

c. The annual financial report and independent audit submitted to the Department of Education during the previous three (3) years of the charter school's existence

55. Organizational Viability. Describe or provide evidence related to the following:

a. The governance of the school, both on the policy and management level, demonstrating that the school's governance structure has been responsible and effective in providing appropriate academic, organizational, and financial oversight and has handled organizational challenges competently:

Not Applicable.

b. The schedule of nonprofit board meetings during the previous two (2) years of the charter school's existence and the minutes of each meeting:

c. That the school's administration and professional staff have performed capably and have met or made significant progress toward meeting performance goals. Include a discussion of teacher and staff evaluation, Board evaluation of the school leader, staff turnover, leadership changes, and other areas dealing with staffing at the school:

Not Applicable.

d. School Demand. Describe the history of the charter school's enrollment during the term of its charter. This response should comprehensively document demand and turnover, with a clear explanation of any information regarding reasons for turnover. It should call attention to any significant trends in enrollment (such as increases or decreases in demand, increases or decreases in turnover) and provide evidence that helps explain such trends.

Not Applicable.

56. Compliance With Terms of Existing Charter. Describe or provide evidence related to the following:

a. How the charter school has made reasonable progress toward the stated objectives and goals in the school's charter contract/charter application:

Not Applicable.

b. How the charter school's programs and operations have been consistent with the terms of its charter contract/charter application. This description should include how the school's is fulfilling its mission and implementing the programmatic elements described in its charter application:

Not Applicable.

57. In addition to the above responses, existing charter operators may submit additional supporting information, including but not limited to governance, operations, or instructional reviews conducted by third-party reviewers. Such information will be considered when in the review of this section of the application:

Question 4f
Charter Applicant's Proposed Curriculum
(Submission Limited to 50 Pages)

4.b (The lesson plans found in the charts below had to be uploaded in 4.f to keep the chart format.) Below is the last part of the answer to Question 4.b.

The research based lesson plan format will incorporate auditory, visual, and kinesthetic activities in order to meet the individual needs of every student Every class in CATS will follow the lesson plan format shown below.

Sample Lesson Plan Format

Reading	Writing/Language	Mathematics	Science	Social Studies
Do Now Aim and Agenda Vocabulary Before Reading During Reading After Reading Class Points Homework	Do Now Aim and Agenda Journal Grammar Mini-Lesson Grammar Practice Writing Lesson Summary Class Points Homework	Do Now Aim and Agenda Problem of the Day Basic Facts Review Other Review Lesson Summary Class Points Homework	Do Now Aim and Agenda Vocabulary Review Lesson Summary Class Points Homework	Do Now Aim and Agenda Vocabulary Review Lesson Summary Class Points Homework

The instructional method we have developed supports our philosophy to help students become self-sufficient and responsible citizens by enhancing individual potential

Sample 2nd Grade Math Lesson Plan

Name: Date: 09/05/08	Grade: 2 nd	Subject. Math Unit: 4	Standards/Benchmarks. N6E, N5E, D1E	GLE's 5, 8, 25, 27
Objective: The students will compare the value of a number to determine less than, greater than and equal.	Do Now: Write a fact family for 5, 6, and 11	Lesson Steps: Discuss the terms greater than, less than, and equal. Display the signs <, >, = and discuss how they are used to compare numbers Compare/Contrast September and October calendar.	Group Activity: Provide each group with a die. Direct each student in the group to drop the die and record his/her number. The members of the groups will compare their numbers with each other as well as the other groups to determine the value of the numbers.	Review and Assess: Have the students circle the greater number (28, 22); circle the lesser number (254, 239); place <, >, = (83 ____ 75).

Question 14.a
Charter Applicant's School Improvement Plan

14. Provide the school's improvement plan for developing and implementing a corrective action plan, in the event student performance does not meet projected goals. Include in the response specific details regarding how the school will determine the need for corrective action and respond to the labels as assigned according to the State Accountability Program.

Louisiana's School, District, and State Accountability System are designed to improve school and student performance. It encourages schools to provide learning environments that meet state standards and the needs of each child. The accountability system emphasizes continuous growth; every school can improve and show academic growth. The school improvement plan assesses the school's strengths and weaknesses, implements strategies and activities to address the school's needs, and continually evaluates the progress towards achieving its objectives and meeting its goals. Plans focus on improving student achievement at the school by addressing state goals and performance standards.

Should CATS be found in need of school improvement, based upon the state's School Performance Score (SPS) given to CATS at the end of the 2010-2011 year, we will proceed to meet all the school improvement requirements set forth by Bulletin 111 – The Louisiana School, District, and State Accountability System. The Chart Below outlines the five levels of school improvement and the remedies prescribed for each level.

SI Level	Remedy	SPS Component Academically Unacceptable Schools		Subgroup Component AYP Analysis	
		Title I	Non-Title I	Title I	Non-Title I
SI2	Revised School Improvement Plan	X	X	X	X
	School Choice	X	X	X	-
	District Assistance Team	X	X	X	X
SI3	Supplemental Educational Services (SES)	X	-	X	-
	Schools are eligible for DE	X	X	-	-
	Scholastic Audit (Year 1)	X	X	X	X
SI4	Add from Corrective Action List	X	X	X	X
	Scholastic Audit (Year 2)	X	X	X	X
	Develop reconstitution plan	X	X	-	-
	(eligible for DE Partnership)				
SI5	Implement reconstitution plan or lose school approval	X	X	-	-
	Develop Alternate Governance plan	-	-	X	-
	Develop Reconstitution "light" plan	-	-	-	X
SI6	Alternate Governance	X	X	X	-
	Implement Reconstitution "light" -	-	-	-	X
	Substantial school reform aimed at				
	Increasing the academic performance of low achieving subgroups.				

Question 27.a
Nonprofit Corporation Bylaws

**BY-LAWS
ADVOCACY FOR THE ARTS AND TECHNOLOGY
IN NEW ORLEANS, LOUISIANA, INC.**

New Orleans, Louisiana
Adopted December 2, 2006

1) *Purpose*

The Board of Directors of CROCKER ARTS AND TECHNOLOGY SCHOOL (CATS) adopts these By-Laws pursuant to the Articles of Incorporation of the School, for the purposes set forth in the Articles.

2) *Directors*

a) ***Management*** The management of the affairs of the school shall be vested in a Board of Directors.

b) ***Directors*** The Board shall be composed as follows:

i) The Board shall consist of a minimum of five (5) members.

ii) Directors shall be elected by the membership of the corporation at the annual meeting of the corporation, or at such a time when a vacancy needs to be filled. The Board of Directors shall elect a President, Vice-President, Secretary, and Treasurer annually from the Board's membership, to serve until the next Board shall be duly elected as herein provided. Provided, however, that the first Board of Directors of this corporation shall be those persons stated in Article XIII of the Articles of Incorporation and they shall serve until the first annual meeting to be held as set out herein.

(iii) Any Director missing more than two (2) consecutive meetings without valid reason may be removed from the Board by action of the Committee on Directors unless his/her retention is voted by a two-thirds majority of those present at the regular or special Board meeting following the Director's second absence without valid reason.

(iv) Potential Directors shall be recommended to the Board by any Board Member or member of the corporation, either to provide the Board with necessary skills needed or to fill a vacancy on the board. The potential Director shall be contacted by a member of the Committee on Directors, where the background, qualifications, skills, and qualities of a potential Director are explored. If the potential Director is acceptable to the board, they will be invited to attend the next scheduled board meeting. A copy of his or her resume shall also be made available to the Committee on Directors. At the Board meeting, the potential Director will be presented with information concerning the board, the school, and the duties and

responsibilities they are expected to fulfill. If the potential Director remains interested in joining the board, the Committee on Directors will recommend to the full Board of Directors that he or she be approved as a new member. The Board of Directors will then vote to accept or reject the approval of the new Director.

c) *Powers.* The Board shall conduct all official business of the school, exercising all powers of the school set forth in the Articles.

d) *Avoidance of Conflicts of Interest.* In compliance with *the Louisiana Code of Ethics*, Directors and their immediate family members will not serve in any paid capacity for the school. The Board shall adopt a Conflict of Interest Policy in order to assure best practices in its management of the school.

e) *Administration.* The Board shall appoint a Principal of the school, and the Principal shall perform according to the following terms and conditions:

- i) The Principal shall be charged with the administration of the school, and shall be directly accountable to the Board, and shall always remain available to receive the advise of the Board.
- ii) The Principal shall select all personnel of the school, direct student admissions and dismissals, formulate the curriculum, select textbooks, and specify the teaching practices of the school.
- iii) The Principal shall be charged with the operation of the school's business office and all matters relating thereto, all subject to the consent and approval of the Board.
- iv) The Principal shall report to the Board on the current operations of the school at each Board meeting, and shall present an annual report to the school's corporate members at the Annual Meeting as specified in the school's Articles of Incorporation.
- v) The Executive Committee of the Board shall formulate the employment contracts of the Principal and the terms and conditions of the Principal's employment. It shall periodically report to the Board as to the existence and general terms of employment contracts, but shall have authority to keep specific terms of employment contracts confidential among the Executive Committee and the Principal. However, only the full Board may authorize employment or terminate the employment of the Principal.

f) *Meetings.* The Board shall hold at least ten (10) regular meetings during each fiscal year at the times, and at the places designated by the President or by written request to the Secretary by a majority of the voting members of the Board. A majority of

the voting members of the Board shall constitute a quorum. Directors may vote by proxy for special reasons only, as approved by the President.

g) The Secretary shall assure that each Director is mailed a written notice at least seven days before each regular meeting and five (5) days prior to each special meeting, specifying to the extent possible, all matters to come before the Board, other than those of strictly routine nature. The Secretary shall also assure that Directors receive copies of the minutes of the prior Board meeting before each meeting.

3) *Officers*

a) *Election of Officers.* The Board shall annually elect a President, Vice-President, Secretary and Treasurer at the meeting electing Directors. These officers assume office as of the date of that meeting, to be held on the third Tuesday in April. Any vacancy of the office of Vice-President, Secretary or Treasurer shall be filled by appointment by the President, subject to ratification by the Board. Any vacancy in the office of President shall be filled by the Vice-President or, if the Vice-President is not available, by election by the Board.

b) *Duties.* Officers of the Board shall have the following duties:

- i) The President of the Board shall be a member of the Executive Committee and shall preside at all meetings of the Board and the Executive Committee. The President shall perform such other duties as usually pertain to this office, or which may be delegated by the Board. In case of the absence of the President, his disability, or of a vacancy of that office, the Vice-President shall act as President. In case neither the President nor the Vice-President can act, a President Pro Tempore shall be elected by the Board with full powers.
- ii) The Vice-President shall be a member of the Executive Committee and shall attend all meetings of the Board and of the Executive Committee. The Vice-President shall perform such other duties as usually pertain to this office, or which may be delegated by the Board.
- iii) The Secretary shall be a member of the Executive Committee and shall attend all meetings of the Board and of the Executive Committee. The Secretary shall supervise the maintenance of accurate records of the business which comes before the Board and the Executive Committee. The Secretary shall perform all other duties that usually pertain to this office or which may be delegated by the Board.
- (iv) The Treasurer shall be a member of the Executive Committee and shall attend all meetings of the Board and of the Executive Committee. The Treasurer shall keep, or cause to be kept, a true and correct account of all

receipts and disbursements of the school, and shall supervise deposit of all school funds in the bank. The Treasurer shall perform such other duties which usually pertain to this office or which may be delegated by the Board.

4) *Committees*

a) *Executive Committee.* The Executive Committee shall (a) formulate the agenda of the Board, (b) take necessary action in place of the Board during months in which the Board does not regularly meet or at times when a quorum of the Board cannot be assembled, and (c) consult with and advise the Principal on all matters of policy affecting the operation of the school. The President, the immediate past President, the Vice-President, the Secretary, the Treasurer and the President of the Parent's Group shall constitute the Executive Committee. Four (4) members of the Executive Committee shall constitute a quorum.

b) *The Committee on Directors.* The Committee on Directors is to nominate members of the Board other than *ex officio* members, and shall nominate officers of the Board, except as provided in these by-laws. The Committee on Directors shall submit to the Board the names of the nominees at the March meeting of the Board. The Committee on Directors shall also (a) seek ways to educate and develop Board members so as to improve their knowledge of the school, its mission and enhance the Board's effectiveness and (b) develop systems for the Board to use in a self-evaluation on a regular basis. The Committee will consist of between three (3) to five (5) members of the Board, and the President of the Parents' Group.

c) *Finance Committee.* The Finance Committee will work with the Principal and the Financial Administrator in the oversight of the budget and oversee expenditures and all school finance duties, including the oversight of proper use of funds, a balanced budget, and timely financial reporting. Overall, the Finance Committee will be dedicated to the solvency and viability of the organization.

d) *Other Committees.* The President, subject to review by the Board in its discretion, may constitute such other committees and provide such committees with such powers, duties and rules for their formulation and operation as the President deem appropriate.

e) *General.* The President shall appoint all members of committees (except as provided in these by-laws) and shall serve as an *ex officio* member of all committees. The Principal shall serve as an *ex officio* member of all committees.

5) School Finances and Records

a) *Income and Expenditures.* All income from federal and local sources and from gifts and other sources shall be under the custody and control of the Board. School funds may be expended only for the operations or benefit of the school. Only the Board may authorize expenditures of school funds. It shall do so by adopting an annual budget. The Board may delegate to the Principal authorization to make expenditures within the budget.

b) *Accounting and Audits.* The Board shall require the Principal and Financial Administrator to establish accurate accounting procedures for the financial affairs of the school, keeping a record of all financial activities, which shall be subject to inspection by the Board. The Board shall obtain and review an audited financial statement of the school for the preceding fiscal year by the end of November each year.

c) *Fiscal Year.* The fiscal year of CROCKER ARTS AND TECHNOLOGY SCHOOL (CATS) shall begin July 1 and end June 30 of each year.

d) *Checks and Reconciliation of Accounts.* The President, the Treasurer, the Principal, and the Financial Administrator, individually, shall be authorized to sign checks on the school's regular checking accounts. All checks shall require two of the foregoing signatures.

e) *Financial Administrator.* The Principal shall ensure that the school engages a full-time qualified financial administrator. The Principal shall obtain the Board's approval of the Financial Administrator. The Financial Administrator shall report directly to both the Board and the Principal.

f) *Records.* The Board shall require the Principal of the school to keep complete records of all student and employee applications, admissions or employment, and terminations, and a cumulative record of each student. All records shall be available at reasonable times for inspection by the Board, except confidential student psychological reports and evaluations, and except the Principal's confidential notes relative to students' personal problems.

6) Mission and Accreditation

The Board shall annually adopt a statement of the mission and purpose of the school, elaborating on the thematic statements set forth in the Articles.

7) Parents' Group

a) *Purpose.* The Parents' Group of CROCKER ARTS AND TECHNOLOGY SCHOOL (CATS) is an organization of parents of children currently attending the School, acting for the purposes of

- i) Recruiting current parents to become personally involved in the school by providing them with opportunities to volunteer.
- ii) Raising money for equipment and endeavors for the school, but not budgeted in advance by the Board of Directors of the school.
- (iii) Assisting the staff and faculty of the school in extracurricular activities.

b) *Responsibility.* The Parents Group shall be directly responsible to the Board and shall maintain close liaison between the Executive Committee of the Parents' Group and the Executive Committee of the Board. The Parents' Group shall submit its by-laws and amendments of its by-laws to the Board for approval. The Parents Group by-laws shall provide that the Executive Committee of the Parents' Group shall meet not less than quarterly. All funds of the Parents' Group shall constitute funds of the School. The Parents' Group, in coordination with the Treasurer and the Financial Administrator, shall account for Parents' Group funds, in accordance with prudent accounting practices

8) Annual Meeting

The annual meeting of the members of CROCKER ARTS AND TECHNOLOGY SCHOOL (CATS) shall be held on the third Tuesday of the month of April on a specific date and at a place designated by the President. Notice of the time and place of the annual meeting shall be disseminated to the corporate membership as shown on the rolls of the school as early as thirty (30) days but no less than ten (10) days prior to such meeting. The Principal and the President shall give a report on the status of the school at the annual meeting

9) Amendments to By-Laws

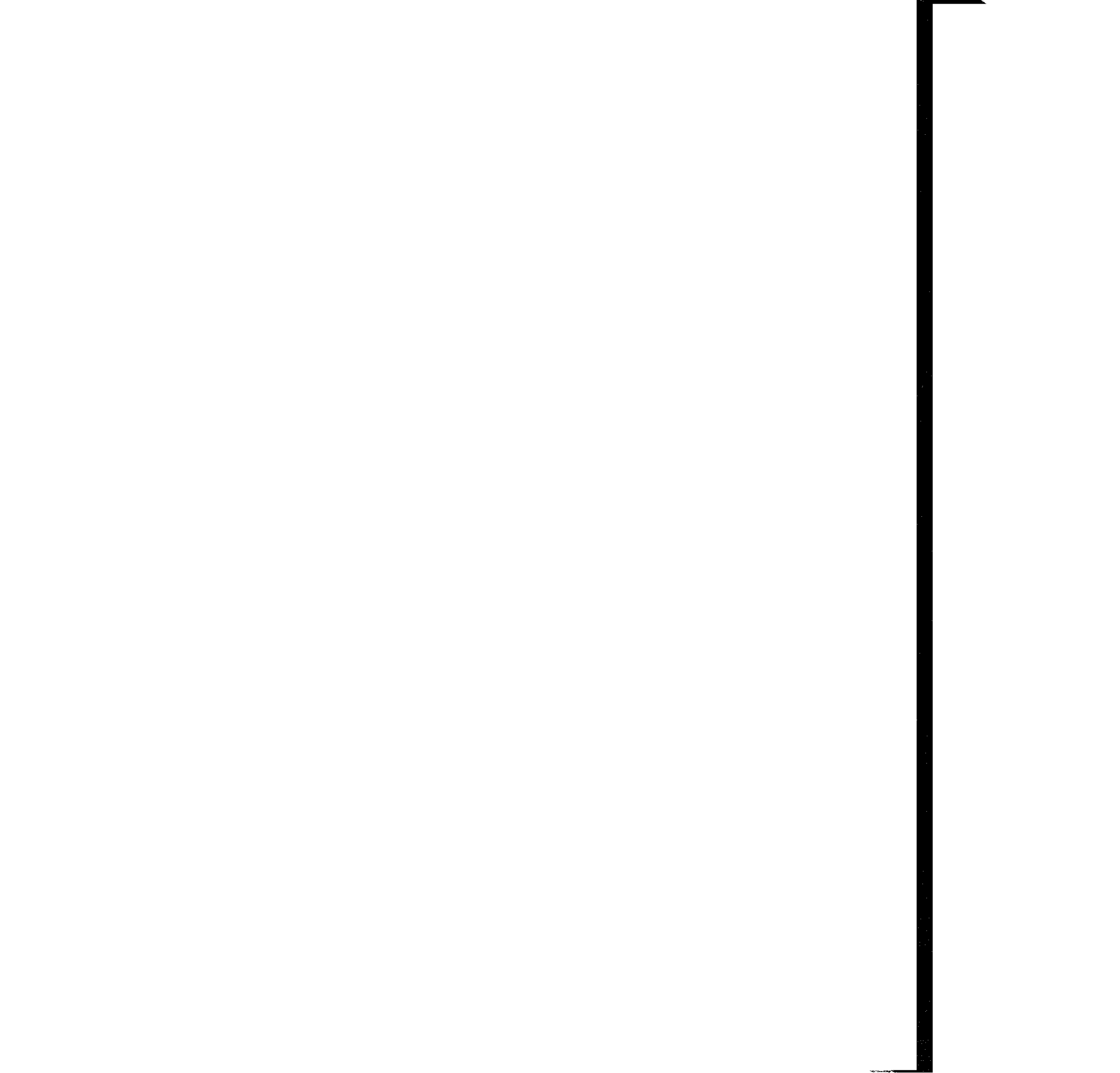
These By-Laws may be amended at any meeting of the Board by a majority thereof, but only after written proposal by any Director, posted by U. S. mail, fifteen (15) days prior to such meeting, addressed to all the members of the Board, specifying the phraseology of the proposed amendment, which shall not be materially different when adopted from that contained in the notice



Start-Up Budget

	Description	Amount	Assumption
	REVENUES		
1	Start-Up Grants	\$200,000 00	US DOE Public Charter School Grant
2	Other Revenue	\$35,000 00	New Schools for New Orleans Charter Grant
	Private Fundraising		
3	TOTAL REVENUES	\$235,000.00	
	EXPENDITURES		
	Administrative Expenses		
4	Principal	\$25,166 67	4 months salary of annual \$75,500 salary
5	Administrative Staff	\$15,000 00	4 months salary of annual \$45,000 salary- Business/Operations Dir
6	Payroll Taxes	\$6,145 50	Medicare/Medicaid, Unemp, Worker's Comp
7	Benefits	\$9,881 00	8% Medical and 16 6% Retirement
8	Staff Development	\$10,000 00	Teacher Training
9	Recruiting/Marketing	\$7,500 00	Recruitment Flyers, Mailings
10	Advertising	\$8,000 00	Newspapers, Signs
11	Total Administrative	\$81,693 17	
	Supplies and Equipment		
12	Instructional Materials	\$32,000.00	160 students @ \$200 00 per student
13	Office Supplies	\$1,500 00	
14	Postage/Printing/Copying	\$1,500 00	
15	Phone System	\$1,500 00	cell phones
	Computers/Printers	\$45,500 00	30 computers @\$700, 3 printers @\$1500 and \$20000 connectivity costs
16	Total Supplies & Equipment	\$82,000.00	
	Facility		
17	Capital Expenditures	\$0 00	
18	Building Fit-Out	\$20,000 00	Contingency for Immediate Facility Needs
19	Renovations & Repairs	\$10,000 00	Minor upgrades/repairs
20	Rent/Lease	\$0 00	staff will work from private space
21	Fixtures & Furnishings	\$15,000 00	Contingency for urgent furniture needs
22	Utilities	\$0 00	staff will work from private space
23	Insurance	\$4,000 00	Principall and staff
24	Security	\$0 00	staff will work from private space
25	Total Facility	\$49,000 00	
	Contractual		
26	Consultants		
27	Legal and Accounting	\$7,500 00	Accounting fees and legal fees
28	Total Contractual	\$7,500 00	

29	TOTAL EXPENDITURES	\$220,193 17	
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ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices,
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management,
- financial accounting reporting requirements, including audit requirements,
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements,
- compliance with state and federal grant programs, including all reporting requirements,
- all BESE and Department of Education reporting requirements, including student count reporting,
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

[Signature]

Subscribed and sworn before me, the undersigned Notary Public, this 27

day of October, 2006 at Marrero, Louisiana.

[Signature]
NOTARY PUBLIC

LINDA P. MORIN
NOTARY PUBLIC/BAR #197211
ORLEANS PARISH, STATE OF LOUISIANA
MY COMMISSION IS ISSUED FOR 1 YEAR

APPENDIX C

BIOGRAPHICAL AFFIDAVIT AND ASSURANCE FORM

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth

Nonprofit Corporation Name Advocacy for the Arts and Technology
In New Orleans, Louisiana, Inc.

Name of Proposed Charter Crocker Arts and Technology School

Full Name: Barbara H. Doublet

Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason* Maiden Name Humphrey
Name has not been changed

Current Home Address: 316 Maryland Avenue, Metairie, LA 70003

Current Telephone Number: 504-469-4109

Date of Birth: 5-21-45

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
X High School	Booker T. Washington Sr. High	1964
X College	Southern University	1969
X Graduate Studies	Tulane University	1976
X Other	Unniversity of New Orleans	

Association for Supervision & Curriculum
National Assoc. of Black School Educators
LA Assoc. of Principals
Jefferson Alliance of Black School Educators
Jefferson Assoc. of Public School Administrators
National Assoc. of Secondary School Principals
Kappa Delta Phi Honor Society
National Assoc. of University Women
Louisiana Reading Association

List of Professional Organization Membership(s) and/or Associations

Present Employer may be contacted: ☐ YES
☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
1969-	Orleans Parish Public School		
1970	System	General DeGaulle, N.O., LA	Teacher
1970 to	Jefferson Parish Public	4600 River Rd., Marrero, LA	Teacher
Present	School System		Assist. Principal Title 1 Coord. Principal (regular and special schools)

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
1969	TEACHER CERT TYPE A	STATE DEPT OF ED	LIFE
1977	EDUCATIONAL CONSULTATION		

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

- ☐ YES IF YES, GIVE DETAILS
☒ NO

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

- ☐ YES IF YES, GIVE DETAILS
☒ NO

Have you ever been adjudged bankrupt?

- ☒ YES IF YES, GIVE DETAILS THIRTY YEARS AGO WHEN I WAS MARRIED
☐ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

- ☐ YES IF YES, GIVE DETAILS
☒ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I became aware of this charter school by a friend of one of the board directors. I was asked if I wanted to be a member of the board, and I said yes because after hearing the mission of the school I thought I could make a difference.

Please explain why you wish to serve on the board.

I believe I would be an asset to the board because of my experience as an educator for over 37 years and principal for 13 years. I know what the role of an administrator is and I know all of the guidelines mandated by the state on what is considered a good school.

Please indicate your understanding of the appropriate role of a public charter school board member.

I understand my role as a charter school board member and will fulfill my duties as mandated by the state, making sure the educational and operational practices of the school are followed.

Please indicate specifically the knowledge and experience that you would bring to the board.

My expertise as an educator and leader is to inspire others to do things they might otherwise not do and others to go in directions they might not otherwise pursue. I would respond to the needs, interest, and concerns of the group. Since I am an educator who keeps abreast of the current trends, and with my certifications in education, I am competent and committed to do a good job.

Please provide a forecast of where you see the school in one year and then again in four years.

I predict we will grow and become successful in maintaining staff and students in our first year. In the next four years we will grow to reach and maintain all requirements in No Child Left Behind and will be expertly educating our children using the GLEs set forth by the state.

Provide your understanding of the school's mission and/or philosophy.

My understanding of the school's mission and philosophy is to produce world class learners by providing the highest quality of teaching and learning, so that all students can academically achieve. This will be done by educating the whole child – the intellect as well as the social and emotional facets. I will work with all stakeholders to make sure that we accomplish our mission.

Indicate if you are familiar with the educational program that the school proposes to utilize.

The curriculum utilized will be the Louisiana Comprehensive Curriculum with the accompanying components of the Arts and Technology.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe that effective leadership and identifying or creating engaging schoolwork for students is the key to a school's success.

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would bring the situation out in the open for the board to discuss

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

No.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

None.

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:

X NO

Have you ever been adjudged bankrupt?

X YES IF YES, GIVE DETAILS: THIRTY YEARS AGO WHEN I WAS MARRIED.

☐ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS

X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

☐ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS? Yes

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices,
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management,
- financial accounting reporting requirements, including audit requirements;
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements,
- compliance with state and federal grant programs, including all reporting requirements,
- all BESE and Department of Education reporting requirements, including student count reporting,
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this ____
day of _____, 20__ at _____, Louisiana.

NOTARY PUBLIC

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices.
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management,
- financial accounting reporting requirements, including audit requirements,
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements,
- compliance with state and federal grant programs, including all reporting requirements.
- all BESF and Department of Education reporting requirements, including student count reporting,
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Barbara H. Doublet Barbara H. Doublet
Subscribed and sworn before me, the undersigned Notary Public, this 2
day of December, 2006 at New Orleans, Louisiana.

Shawn B. Rafferty
NOTARY PUBLIC

Shawn B. Rafferty
Bar No. 11062
Orleans Parish

ASSURANCE FORM

(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements,
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements.
- all BESE and Department of Education reporting requirements, including student count reporting.
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 2

day of December, 2006 at New Orleans, Louisiana.

Glenice Perry

Shawn B. Raftery

NOTARY PUBLIC

Shawn B. Raftery

N.P. Bar No. 11062

APPENDIX C

BIOGRAPHICAL AFFIDAVIT AND ASSURANCE FORM

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth

Nonprofit Corporation Name	Advocacy for the Arts and Technology In New Orleans, Louisiana, Inc.		
Name of Proposed Charter	Crocker Arts and Technology School		
Full Name:	Glenda Sawyer		
Maiden Name or other names used at any time: <i>Have you ever had your name changed or used another name? If yes, give reason</i>	n/a		
Current Home Address:	2232 LaSalle Street New Orleans, La 70113		
Current Telephone Number:	504-524-6447		
Date of Birth:	03/29/55		
EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED	
☐ High School	McDonogh No. 35 High School	1972	
☐ College	Xavier University	1976	
☐ Graduate Studies	Loyola University	1989	
☐ Other			
List of Professional Organization Membership(s) and/or Associations	New Orleans Realtors Association American Association of Business Women Zeta Phi Beta Sorority, Inc.		
Present Employer may be contacted:	☒ YES ☐ NO Whitney National Bank		
List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board. n/a			
DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
1980	LOUISIANA REALTOR	STATE OF LOUISIANA	-

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

- ☐ YES IF YES, GIVE DETAILS
- NO

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

- ☐ YES IF YES, GIVE DETAILS
- NO

Have you ever been adjudged bankrupt?

- ☐ YES IF YES, GIVE DETAILS
- NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

- ☐ YES IF YES, GIVE DETAILS
- NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I was approached by a member who shared the vision and mission of a possible arts and technology high performing school in an at risk community. Realizing that I have been involved in various educational programs for tutoring, mentoring and scholarship, I would be supportive of this venture.

Please explain why you wish to serve on the board.

After reviewing an executive summary of the proposed school, I was moved to become involved in this project. The opportunity to assist in the development and governing of a high academic performing school that will meet the social and emotional need of the children and their community was a welcoming challenge. As a board member I will be committed to the implementation of an education plan and an organization procedure and policy that will result in academic excellence and a high expectation for all children.

Please indicate your understanding of the appropriate role of a public charter school board member.

A board member is required to remain true to the mission and carry out administrative, legislative and regulatory duties of the organization. The role should include governing policies and implementation procedures for administration, management and instruction curriculum.

Please indicate specifically the knowledge and experience that you would bring to the board. Based on my education and work experience, my focus will be primarily fiscal management. A commitment to solid financial planning for short and long term. Oversight of proper use of funds, balanced budget and timely financial reporting. Therefore, a dedication to the solvency and viability of the organization.

Please provide a forecast of where you see the school in one year and then again in four years.

One Year:

- **Implementation of the educational plan and policies**
- **Improved academic performance**
- **Increase in the quality of education**

Four Years:

- **Effective education program**
- **Exceed state norms**
- **Top performing school**

Provide your understanding of the school's mission and/or philosophy.

The school's mission and philosophy is very clear, concise and compelling. The desire to educate the whole child with a core curriculum and diverse teaching strategies that will develop a well rounded student. The focus will be to ensure that all children have access to a quality education and high expectations.

Indicate if you are familiar with the educational program that the school proposes to utilize.

The program is the most important and complex component. Various programs have been reviewed in detail to ensure student's reap the greatest benefits. The present model being considered best fits the academic philosophy and values of this charter school.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Characteristics

- **Commitment to academic excellence**
- **Goal to improve academic performance**
- **High level of managerial and educational expertise**
- **Well rounded curriculum to meet the total need**
- **Solid financial planning**
- **Parent participation**
- **Community involvement**

Steps

- **Remain true to mission**
- **Sound strategies and practices**
- **Solvency and viability**
- **Academic achievement**
- **Continue to refine School's Improvement Plan**
- **Continue to revisit Teaching Methodologies**
- **Continue to review Board Members' Commitment**

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

Any situation which may be a possible ethic concern would be presented to the board according to governing procedures and policies for further investigation resulting in the appropriate action.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business. n/a

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. n/a

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

- ☐ YES IF YES, GIVE DETAILS
- NO

Have you ever been adjudged bankrupt?

- ☐ YES IF YES, GIVE DETAILS
- NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

- ☐ YES IF YES, GIVE DETAILS.
- NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

- HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS ? YES

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 2

day of December, 2006 at New Orleans, Louisiana.

Gloria Saenz

Shawn B. Raftery

NOTARY PUBLIC

Shawn B. Raftery
N.P. Bar No. 11062

APPENDIX C

BIOGRAPHICAL AFFIDAVIT AND ASSURANCE FORM

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth

Nonprofit Corporation Name Advocacy for the Arts and Technology
In New Orleans, Louisiana, Inc
Name of Proposed Charter Crocker Arts and Technology School
Full Name: Grisela Alejandro Jackson
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason.*
Alejandro
Current Home Address: 1022 Aline Street
Current Telephone Number: 504-952-4049
Date of Birth: November 28, 1955

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
☒ High School	Alcee Fortier Senior H.S	1974
☒ College	Vassar College	1978
☒ Graduate Studies	Tulane A B Freeman School of	1996
☐ Other	Business	

List of Professional Organization Membership(s) and/or Associations

Present Employer may be contacted: ☒ YES
☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board. N/A

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
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List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past. N/A

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
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BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS

☒ NO

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS.

☒ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:

☒ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS.

☒ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

Upon my return to New Orleans, I got a group together to begin working on the charter school application. We are interested in Lawrence D Crocker Elementary because it is a part of our uptown neighborhood.

Please explain why you wish to serve on the board.

I wish to serve on the board because the children of this community and this city are very important to me. Especially after Katrina and Rita, the focus on uplifting our children and helping them obtain quality education is paramount.

Please indicate your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member is one of overseer and administrator. It is the responsibility of the board to enact the policies and directives that will help the school reach its full potential. In tandem with the principal and the leadership team, our goal is to produce an A class environment and educational opportunity that will help our children succeed at school and in the workplace.

Please indicate specifically the knowledge and experience that you would bring to the board.

As a business school graduate and a co-owner of Young Engineering Co, Inc, I have the experience of successfully managing a business. I have experience with the financial aspects of a business and with leadership.

BIOGRAPHICAL AFFIDAVIT

Please provide a forecast of where you see the school in one year and then again in four years.

I hope to see Crocker Arts and Technology School successfully completed its first year, providing a nurturing but rigorous environment for our children and challenging them in their academic and social growth and development. I hope to see the school lay a solid foundation with its operational and academic goals. In four years, I hope to see the school flourishing in its student population, growing physically and academically.

Provide your understanding of the school's mission and/or philosophy.

The school's mission is to teach the whole child by helping them develop in intellect, emotion, psyche, and social well-being. The educational philosophy of the school is based on meeting the students' needs by utilizing different learning styles strategies, and using the Arts and Technology as means to bring children to a new level of development.

Indicate if you are familiar with the educational program that the school proposes to utilize.

The school will utilize the Louisiana Comprehensive Curriculum, supplemental programs, and Arts and Technology programs to help bring the students to level and those who are at level to be accelerated.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

A successful school is a place where students are challenged and encouraged to develop their talents and abilities to their full potential. It is a place where children have access to all of the resources they will need to provide them with a world class education. It is a place where kids want to be every day, where they learn to form relationships and work with others; where they respect their teachers and their peers. It is a place where children can successfully learn to achieve academically and socially.

Specifically, the board will have to do several things to make sure that the school is successful.

- Have a qualified and dedicated principal to lead the school
- Hire a qualified and dedicated teaching staff
- Have the necessary funds to provide everything the children will need to be competitive and to receive a world class education
- Establish periodic meetings with the principal and leadership team to ensure that learning is taking place and that the children's and staff's needs are being met
- Build relationships with the parents and the community to support the school's undertakings

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

By-laws will be established to give the board the direction it needs in terms of ethical conflicts. No board member will be allowed to benefit financially from this undertaking.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

The following people are known to me and may be playing integral roles in the administrative leadership of the school:

Mrs. Valentine Bemiss Williams, possible administrator

Ms. A. Charmaine Robertson, possible administrator

Mrs. Dianne R. Morgan, possible administrator

Mrs. Brendel W. Deemer is currently offering her CPA services for free. Upon the establishment of the school, she is being considered to do CPA work as a consultant for a fee.

Mrs. Fawn Ukpolo is a grant writer. She is working for free to help us write the application. At the time that her grant writing helps us to secure additional funds, she will be paid a fee from the funds we receive.

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

I do not foresee any potential ethical or legal conflicts of interest should I serve on the school's board.

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:

X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS.

X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

X HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

Yes.

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices,
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements,
- compliance with state and federal grant programs, including all reporting requirements,
- all BESE and Department of Education reporting requirements, including student count reporting,
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this ____
day of _____, 20__ at _____, Louisiana.

NOTARY PUBLIC

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

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- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools; and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 30th
day of October, 2006 at New Orleans, Louisiana.



NOTARY PUBLIC
Shawn B. Ratterhy
Bar No. 11062



ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management,
- financial accounting reporting requirements, including audit requirements,
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements,
- compliance with state and federal grant programs, including all reporting requirements,
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

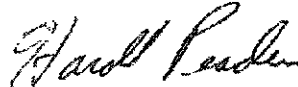
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 30
day of October, 2006 at New Orleans, Louisiana.



NOTARY PUBLIC

Shawn B. Rafferty
Bar No. 11062



APPENDIX C

BIOGRAPHICAL AFFIDAVIT AND ASSURANCE FORM

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth

Nonprofit Corporation Name Advocacy for the Arts and Technology
In New Orleans, Louisiana, Inc.

Name of Proposed Charter Crocker Arts and Technology School

Full Name: Harold Peaden

Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason* None

Current Home Address: 3348 Knightsbridge Place, Harvey, LA 70058

Current Telephone Number: 504-340-0460

Date of Birth: January 7, 1955

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
X High School	Walter L. Cohen Sr. H.S.	1974
X College	Tulane University	1978
X Graduate Studies	Tulane A.B. Freeman School of Business	1995
X Other – Computer Info Sys Cert	Tulane University	1992

List of Professional Organization

Membership(s) and/or Associations

Present Employer may be contacted: ☒ YES
☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
1986 thru 1988	Orleans Parish Schools	L. B. Landry High School 1200 L. B. Landry Ave. NOLA	Teacher
2003	Orleans Parish Schools	Julius P. Rosenwald School 6501 Berkley Dr., NOLA	Special Ed Teacher

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past. N/A

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
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BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS

☒ NO

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS

☒ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS

☒ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS

☒ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I became aware of the proposed charter school through my friendship with Grisela A Jackson.

Please explain why you wish to serve on the board.

I wish to serve on the board to make a positive difference

Please indicate your understanding of the appropriate role of a public charter school board member.

To oversee the operations of the school by its personnel.

Please indicate specifically the knowledge and experience that you would bring to the board.

I will bring technical and business expertise to the board.

Please provide a forecast of where you see the school in one year and then again in four years.

In one year, I see the school fully working, at four years I see the school thriving and getting its students to reach the academic goals set by the school.

Provide your understanding of the school's mission and/or philosophy.

My understanding is that this school seeks to educate the whole child through its use of the arts and technology

Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, I am. We will utilize the Louisiana Comprehensive Curriculum with emphasis on the arts and technology

BIOGRAPHICAL AFFIDAVIT

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

To have a successful school you need caring and committed adults from the parents to the teachers and administration.

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would bring it up to that member and to the board

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

None

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

None

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

- ☐ YES IF YES, GIVE DETAILS
☒ NO

Have you ever been adjudged bankrupt?

- ☐ YES IF YES, GIVE DETAILS
☒ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

- ☐ YES IF YES, GIVE DETAILS
☒ NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

☒ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?

Yes.

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices,
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management,
- financial accounting reporting requirements, including audit requirements,
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting,
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools. and
- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this _____

day of _____, 20__ at _____, Louisiana.

NOTARY PUBLIC

APPENDIX C

BIOGRAPHICAL AFFIDAVIT AND ASSURANCE FORM

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth

Nonprofit Corporation Name Advocacy for the Arts and Technology
In New Orleans, Louisiana, Inc.
Name of Proposed Charter Crocker Arts and Technology School
Full Name: John Anderson Jones, Jr.
Maiden Name or other names used at any time: *Have you ever had your name changed or used another name? If yes, give reason*
None
Current Home Address: 14326 Thorn Briar Drive, Baton Rouge, LA 70817
Current Telephone Number: 225-752-5710
Date of Birth: June 14, 1940

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
X High School	Walter L. Cohen Sr H.S	1958
X College	Southern University (B.R)	1962
X Graduate Studies	Southern University (B R)	1972
X Other	Tulane University	ABD-1977

List of Professional Organization

Membership(s) and/or Associations Retired
Present Employer may be contacted: ☐ YES
Retired ☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
1965- 2005	New Orleans Public Schools		Director/Gov't Liaison

List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past. SEE ATTACHED RESUME

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
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BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS

☒ NO

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS

☒ NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS.

☒ NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☒ YES IF YES, GIVE DETAILS. DIRECTOR, FIRST EASTERN BANK & TRUST N O , EST 1983; DISSOLVED 1989 BUSINESS SIMPLY FAILED.

☐ NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

I have been affiliated with the founders of the school for several years One of the organizers of the nonprofit is a former high school student

Please explain why you wish to serve on the board.

I want to serve on the board to continue to be of service to the children of New Orleans and to continue to be a contributing citizen to the New Orleans community

Please indicate your understanding of the appropriate role of a public charter school board member.

To provide education to the children it will enroll and assist in making that education as meaningful as the staff can provide.

Please indicate specifically the knowledge and experience that you would bring to the board.

I bring forty years of experience as a teacher, assistant principal, supervisor of instruction, department head, and director in public education.

Please provide a forecast of where you see the school in one year and then again in four years.

In year one there will be a full assessment of students, by year four they will be reading at grade level.

Provide your understanding of the school's mission and/or philosophy.

Both the mission and philosophy of the school are embraced in its effort to promote academic excellence among its students, in the attempt to educate the whole child.

BIOGRAPHICAL AFFIDAVIT

Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes, as I assisted in the organization of the effort to establish the school

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

- To insure that the instructional/administrative/clerical staffs are competent, and that they evidence concern for the whole child.
- Insure that the fiscal management is maintained with positive reviews and results
- Assist staffs to set academic goals, and staffs to attain academic and behavioral goals, that leads to successful American citizens
- Provide the leadership necessary to make the school a model for others to follow.

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)? I would request an executive session of the Board to discuss the misgivings of any board member
If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

Because I have been instrumental in organizing this nonprofit and school, I am acquainted with the following persons who have been working with us in the process:

Valentine Bemiss Williams, potential administrator

Anna Charmaine Robertson, potential administrator

Dianne R. Morgan, potential administrator

Dr. Fawn Ukpolo, grant writer who will receive a fee from the grant proceeds for her grant writing efforts

Brendel W. Deemer, CPA, who will be hired on a consulting basis to perform financial services

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

No

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS

X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS

X NO

BIOGRAPHICAL AFFIDAVIT

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☒ **YES IF YES, GIVE DETAILS** DIRECTOR, FIRST EASTERN BANK & TRUST N.O., EST. 1983, DISSOLVED 1989. BUSINESS SIMPLY FAILED.

☐ **NO**

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

☒ **HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS?**

Yes

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management,
- financial accounting reporting requirements, including audit requirements;
- student and school performance,
- compliance with special education and Limited English Proficient (LEP) program requirements,
- compliance with state and federal grant programs, including all reporting requirements,
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this _____

day of _____, 20__ at _____, Louisiana.

NOTARY PUBLIC

ASSURANCE FORM
(must be notarized)

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- compliance with special education and Limited English Proficient (LEP) program requirements,
- compliance with state and federal grant programs, including all reporting requirements,
- all BESE and Department of Education reporting requirements, including student count reporting,
- reporting annual school and student performance to students, parents and the public,
- compliance with all applicable state and federal law, rules and regulations applicable to charter schools, and
- compliance with all terms of the charter agreement

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 30
day of October, 2006 at New Orleans, Louisiana.

Shawn B. Rutterby
NOTARY PUBLIC
Shawn B. Rutterby
Bar No. 11062

John A. Jones, Jr.

APPENDIX C

BIOGRAPHICAL AFFIDAVIT AND

BIOGRAPHICAL AFFIDAVIT

In connection with the organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

Nonprofit Corporation Name	Advocacy for the Arts and Technology
Name of Proposed Charter	In New Orleans, Louisiana, Inc.
Full Name:	Crocker Arts and Technology School
Maiden Name or other names used at any time: Have you ever had your name changed or used another name? If yes, give reason.	Olga Guardia de Smoak
Current Home Address:	Olguita Esther Guardia-Zeledon (maiden name changed to include last mane of husband)
Current Telephone Number:	1302 General Taylor Strret, New Orleans, Louisiana 70115
Date of Birth:	1(504) 891-4770
	October 29, 1938

EDUCATION LEVEL	SCHOOL NAME	YEAR COMPLETED
	1 Evanston School for Girls, Evanston, Illinois USA (1957)	1957
	2. Vassar Collete, Poughkeepsie, New York, USA (1961)	1961
	3 University of Panama, Graduate work on Pedagogy and Psychology (Masters Degree not completed) (1962-1963)	1962- 1963
	4. Specialized Studies in the teaching of the Russian Ballet Method, State Institute of Theatrical Arts, Moscow and Tbilisi Choreographic Institute, Tbilisi, Georgia (former USSR)1983 and 1990	1983 and 1990
☒ X High School 1.		
☒ X College 2		
☒ X Graduate Studies 3.		
☒ X Other 4		

List of Professional Organization Membership(s) and/or Associations	1. International Dance Council/UNESCO 2. Advisor, Ballet of Luxemburg, Grand Duchy of Luxemburg 3. Member of the Board, Ballet of Mons, Belgium 4. Artistic Advisor, California Ballet, San Diego, California, USA 5. Representative, USA International Ballet Competition, Jackson, MS. USA 6. Representative, Youth American Grand Prix, New York, USA
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7. President, International Ballet Conference, New Orleans, LA. USA
8. Advisor, Jefferson Ballet Theatre, Jefferson, LA. USA
9. Member Ouverture to the Cultural Season, New Orleans, LA. USA
10. Member, New Orleans Museum of Art, New Orleans, LA.
11. Member, Louisiana Endowment for the Humanities, New Orleans, LA

Present Employer may be contacted:

- ☐ X YES, Loyola University College of Music (I teach a survey course on the History of Dance)
- ☐ NO

List previous experience with a school district, charter school, educational management organization, nonprofit corporation and/or school board.

DATES	ORGANIZATION/SCHOOL	ADDRESS	POSITION
1973-1974	Symphony Book Fair (of the Louisiana Symphony)	8605 Oak Street, New Orleans LA. 70118	Chairman
1977-1979	Delta Festival Ballet	3356 Severn Ave. Metairie, LA. 70002	Vice-President
1980-1983	New Orleans Ballet Association	225 Baronne Street, suite 1410, New Orleans, LA. 70112	Member of the Board and of the search committee for an Artistic Director

2000-2006	New Orleans International Ballet Conference	1302 General Taylor Street, New Orleans, LA. 70115	President
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List any professional, occupational, or vocational licenses and/or certificates issued by any public or governmental licensing agency or regulatory authority that you presently hold or have held in the past.

ISSUE DATE	LICENSE/CERTIFICATE	ISSUER OF LICENCE/CERTIFICATE	EXPIRATION DATE
1989-1990	Guardia-Smoak Art Management Dance Booking Agency	City of New Orleans Occupational License	2006-7 (renewed yearly)
1999-2006	New Orleans International Ballet Conference	Secretary of State Domestic Corporation Annual Report	2006-2007 (renewed yearly)

BIOGRAPHICAL AFFIDAVIT

During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked?

☐ YES IF YES, GIVE DETAILS:

☒ X NO

Have you ever been convicted or pled nolo contender to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:

☒ X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:

☒ X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

☒ X NO

Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered.

Ms. Grisela Alejandro Jackson contacted me directly and I agreed to serve

Please explain why you wish to serve on the board.

Because I believe in the mission of this charter school

Because I think the children of New Orleans deserve excellent schools

Because I can give both advice and provide contacts in artistic matters, both locally and regionally and nationally

Please indicate your understanding of the appropriate role of a public charter school board member.

1. To oversee the various organizational aspects of the school
2. To answer significant responsibilities, as these are outlined in the Assurance Form and as existing legally under corporate law
3. To assume the role of overseer and administrator in order to enact policies and directives that will help the school reach its full potential
4. To produce, in tandem with the Principal and the teachers of the school, the particular educational opportunities for the students which will help them succeed both at the school proper and also in life

Please Indicate Specifically The Knowledge And Experience That You Would Bring To The Board.

My Knowledge, Experience And Contacts Are In The World Of Art In General And Of Dance In Particular. Since 1976, I Have Worked Locally, Regionally, Nationally And Internationally In Dance Exchanges And Dance Education Programs. Among Others I Instated A Teachers Course For American And Latin American Teachers In Russia, Have Brought World -Class Dancers To New Orleans, Have Edited In English The Dance Magazine Of Russia, And Was Instrumental In Establishing An Exchange

Program Between Loyola University And The Tbilisi, Georgia National Conservatory, And Another Between The Loyola Dance Program And The National Choreographic Dance Institute Of Georgia. At the moment I am president of the New Orleans International Ballet conference, an organization the programs of which have received local and international awards.

Therefore I believe that this knowledge and experience and my contacts in the art world would be of use to this charter school.

Please provide a forecast of where you see the school in one year and then again in four years.

1. In the first year the school should lay a solid foundation for its academic and operational goals. In the fourth year, the school should be flourishing, that is to say, meeting and exceeding its goals of providing remarkable learning opportunities to the children attending such a school

2. If in the first year the school should be fully functional, then in its fourth year should be exceeding its goals: test scores should show by then marked improvement, and the school itself should have proven to be an asset to the community it serves.

Provide your understanding of the school's mission and/or philosophy.

The mission of the Crocker Arts and Technology School (CATS) is to promote academic excellence by establishing a model Pre-K through 6th grade elementary school, the primary goal of which is to educate the whole child – the facets of intellect, emotion, psyche and social well being. CATS will accomplish this goal by focusing on the core curriculum while fostering the students' innate abilities. This will be accomplished using diverse strategies to address the learning needs and styles of each individual student enrolled at CATS.

Indicate if you are familiar with the educational program that the school proposes to utilize.

Yes.

Please indicate what you believe to be the characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

1. A successful school is fiscally solvent, with the resources and support necessary to succeed.
2. A successful school is a safe, clean, nurturing and cheerful environment, an inviting place to be and to be a part of.
3. A successful school has remarkable administrators.
4. A successful school has highly qualified and committed teachers, who are well prepared in content knowledge and who possess strong teaching skills. Such teachers are also able to develop an understanding of how students learn and what interests and motivates them,
5. A successful school has a low student-to-teacher ratio
6. A successful school provides students with challenging classroom instruction and demanding graduation requirements, leading to greater preparedness for life-long learning. A successful school applies high academic standards, requiring students to complete high level, challenging courses and pushing students to strive and excel in their work.
7. A successful school develops and has strong collaborative partnerships and relationships among parents, teachers and students. These partnerships are built on regular communication about classroom goals, academic achievements and personal development.
8. A successful and effective school has a climate that supports achievement. The most successful schools are those in which students and teachers share a very strong sense of purpose and where student achievement is actively supported. Within this, a successful school exposes a student to a learning environment that supports individual learning styles and rewards students for what they can accomplish.

In order to insure that this school is successful the board of the school will need to take the following steps:

1. The board will need to provide the necessary fiscal capital to make the school fully solvent and able to pursue to high academic/social goals it wants to reach. The budget will have to be ample to cover all the programs it envisions for its pupils. Among the necessary resources that the board must insure are: textbooks in every classroom, supplemental materials, a library that is supplied with excellent resource material, an arts program that stimulates creativity and related activities and that expands the world view of the students, a technology component that helps students develop higher order thinking skills.
2. The board will need to oversee that the entire school campus is thoroughly repaired, that it exudes a clean, inviting, cheerful appearance and that it is totally free of violence in the classrooms and in the school playing grounds.
3. The board will need to hire remarkable administrators in particular a superb principal, who is fully aware of the high standards set for the school and who is able to inspire both teachers and students.
4. The board will need to hire oversee the hiring of highly qualified teachers.
5. The board will need to assure that the ratio of teacher to student is one to twenty per classroom and one to fifteen in the Pre-K classrooms.
6. The board will need to expect that the teachers impose the highest academic standards of achievement requiring challenging courses and pushing students to strive and excel in their work.
7. The board will need to require parental participation which is crucial in the children's academic achievements. Such parental participation must be mandatory.
8. The board will need to see that all teachers target the different learning styles of the students .

BIOGRAPHICAL AFFIDAVIT

How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would take the matter up with the other members of the school's board.

If you or your spouse know any people already known to be prospective school employees or anyone that plans to do business with the school (including an education service provider), please so indicate and describe the relationship and nature of potential business.

None

Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board.

None

Have you ever been convicted or pled nolo contendere to a crime listed in LA-R.S. 15:587.1(c) or to a crime related to misappropriation of funds or theft?

☐ YES IF YES, GIVE DETAILS:

☒ X NO

Have you ever been adjudged bankrupt?

☐ YES IF YES, GIVE DETAILS:

☒ X NO

Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent, declared bankruptcy, or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship?

☐ YES IF YES, GIVE DETAILS:

☒ X NO

As a member of a charter school board of directors, do you understand that you are subject to the Louisiana code of Governmental Ethics, LA-R.S. 42:1101 et seq., and actions taken by you in your capacity as a board member should not be inconsistent with such Code?

☐ HAVE YOU OBTAINED A COPY OF AND REVIEWED THE LOUISIANA CODE OF GOVERNMENTAL ETHICS? Yes

ASSURANCE FORM
(must be notarized)

AS A MEMBER OF THE BOARD OF DIRECTORS OF A NONPROFIT CORPORATION OPERATING A CHARTER SCHOOL, I UNDERSTAND THAT I AM ULTIMATELY RESPONSIBLE FOR ALL OF THE FOLLOWING RELATING TO THE OPERATION OF THE CHARTER SCHOOL:

- management and administrative practices;
- compliance with generally accepted accounting principles and generally accepted standards of fiscal management;
- financial accounting reporting requirements, including audit requirements;
- student and school performance;
- compliance with special education and Limited English Proficient (LEP) program requirements;
- compliance with state and federal grant programs, including all reporting requirements;
- all BESE and Department of Education reporting requirements, including student count reporting;
- reporting annual school and student performance to students, parents and the public;
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- compliance with all terms of the charter agreement.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Subscribed and sworn before me, the undersigned Notary Public, this 30th
day of October, 2006 at New Orleans, Louisiana.



NOTARY PUBLIC
Sharon B. Raftery
Bar No. 11062



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